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ABSTRACT

A project was conducted to develop, test, and implement a comprehensive program for Georgia school systems, grades K-14. The target population included regular students, students with special needs, out-of-school youth, and adults experiencing career problems. Project objectives were to develop a K-14 guidance model, develop a state/local management system to deliver a comprehensive guidance program, and provide for a formative evaluation of existing and proposed materials. Sixteen, and eventually thirty, sites implemented the 7-12 guidance project. Three selected model sites implemented 7-12 components and were later joined by two other sites that implemented K-6. The Asche Matrix, based on knowledge/awareness of self, work, education, and decision-making formed the foundation for the guidance model's development. New materials were developed for the elementary and adult components. Two important project results were the development of elementary guidance materials and state level management procedures. Third-party evaluation of the process objectives audit, guidance model assessment, and 1975-76, 1976-77 staff development evaluations revealed that the audit and assessment objectives were most fully completed; staff development components were incomplete. Overall, a balanced evaluation was made. (Appendixes include career guidance materials; the Asche Matrix goals, support services proposal, processes review, evaluation and needs assessment instruments, K-14 model, and resources.) (CSS)

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FINAL REPORT

Project No. 498AH50072
Grant No. G007500339

The Conceptualization, Development and Implementation of a Comprehensive Guidance Model

Exemplary Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project report herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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CONTENTS

PAGE

1. Report Summary 1
2. Problem Area Toward Which the Project Was Directed 6
3. Goals and Objectives of the Project. 11
4. General Project Design and Procedures Followed 14
5. Results and Accomplishments. 29
6. Project Evaluation 38
7. Conclusions, Implications, and Recommendations 41
8. Appendices 44

SUMMARY OF THE REPORT

TIME PERIOD COVERED BY THE REPORT: July 1, 1975-June 30, 1977

GOALS AND OBJECTIVES OF THE PROJECT

The project upon which this final report is based was directed toward the development, pilot/field testing and implementation of a comprehensive guidance program for Georgia school systems for grades K-14. The target populations for the project included, but were not limited to, regular students at all levels, students with special needs, out-of-school youth, and adults with unique career problems.

Three objectives were listed in the original project proposal. They were:

1. Develop a K through post-secondary comprehensive guidance model.
2. Design and implement a state/local level management system to deliver a comprehensive guidance program to all Georgia school systems.
3. Provide for a formative evaluation of the materials currently existing in terms of the goal of this project and of those materials to be developed as a result of this proposed program of work.

PROCEDURES FOLLOWED

One of the first activities of the project director was to select someone to serve as the project monitor or coordinator from the Guidance Unit of the Department of Education. A guidance consultant who had had experience as a career education project director in a local system was selected to serve as the project coordinator. The coordinator of the 7-12 guidance project which had been begun the year before, was given certain management responsibilities in the project and the three other consultants in the Guidance Unit were given responsibilities in assisting in project management. The body of this report outlines these responsibilities in greater detail.

Once project management personnel were selected, several ERIC searches were requested and performed and materials developed in other projects in Georgia were examined for possible application to the project. The request for and examination of existing materials both in- and out-of-state was an activity which was carried on during the entire first year of the project. As new materials were completed in other projects, they were added to the collection obtained at the beginning of the project.

New management procedures for the project were begun in the summer of 1975 and procedures were refined and tested beginnin in the fall of 1975. A number of procedures proved to be quite successful in aiding project implementation at the local level such as: monthly visits by Department consultants, preparation of a yearly activities calendar for the project, preparation of an action plan, use of follow-up letters and development of contractual agreements for local sites.

A project Executive Committee was formed and its first meeting was held in September 1975. This committee was composed of the various division directors in the Department who had responsibility for guidance programs. Members of the Executive Committee then appointed one person from their division to serve on a General Support Committee for the project. These two committees were formed in order to insure the cooperation and input of the various divisions. The General Support Committee met for the first time in February 1976.

In the fall of 1975, the sixteen sites which were implementing the 7-12 guidance project were evaluated by on-site visits. Data collected was evaluated and placed on a chart. Using this evaluation data and the criteria for selection of the model sites as outlined in the proposal and by the General Support Committee, the three sites were selected.

During the fall of 1976, a number of people in the Department of Education and in local systems were consulted about a good site for field testing and piloting the adult component of the project. It was decided that a vocational/technical school in north Georgia would be selected. Initial negotiations with the counselor and vocational director of the vo-tech school were begun and a grant was made to the school to begin testing and implementing certain components of the adult guidance model. A copy of the existing model for adult guidance in Georgia was obtained and reviewed. It was decided that a new model which addressed more of the current adult needs and which could be more closely articulated with the 7-12 component of the project would be developed.

In January 1976, three consultants in the Guidance Unit began comparing existing programs in Georgia to the Asche Matrix to see which objectives were presently provided for in existing programs. The Asche Matrix, as outlined in the proposal, served as the foundation for the guidance model to be developed.

In May 1976, staff development materials for use in the 7-12 phase of the project began arriving in the Department from the printers. These materials served as the major resources for staff development training with the 7-12 sites by Department consultants. Until the summer of 1976, staff development training for the 7-12 counselors had been conducted by the University of Georgia as part of their contract in the 7-12 guidance project.

Following the selection and notification of the three sites which would serve as models for the project, the state level project director and project coordinator visited each of the three sites and discussed project responsibilities with local administrators. Contractual agreements which had been drawn from the original proposal and from the work of the General Support Committee were covered in detail with local administrators so that there would be no misunderstanding about project responsibilities.

The search for personnel for the three new positions at each of the model sites was begun following these meetings. Each system was asked to employ an elementary counselor, an outreach counselor and a guidance paraprofessional.

Management meetings with personnel from the three sites were begun in June 1976. These meetings were scheduled on a quarterly basis for the remainder of the project period. In addition, the state level project coordinator spent an average of one day per month with each of the sites to help them work through individual implementation problems.

The request for proposal for a third party evaluator for the project was sent out in June. Only two proposals were received. Following rating by a group of readers, the American Institutes for Research proposal was funded to carry out the evaluation and Dr. Brian Jones was named chief researcher for the evaluation. In October 1976, Dr. Jones and a research assistant met for two days with SDE representatives and outlined evaluation procedures and schedules.

In the spring of 1976, funds were obtained to establish twenty-one new sites for the 7-12 phase of the project. Seven of the original sixteen project sites were dropped so that during the 1976-77 school term thirty projects were operating in grades 7-12. Two additional sites were asked to join the three model sites and implement the K-6 component of the project.

Following a thorough search of in- and out-of-state materials, it was decided that new materials should be developed through the project. A request for proposal was sent during the summer of 1976 and two institutions responded. The University of Missouri was funded to prepare materials for the elementary and adult components of the project in October 1976. Dr. Earl Moore was named project director for that project.

State-sponsored staff development was provided for the elementary component beginning in January 1977. This state-sponsored staff development was not the first to be provided, though, in the elementary component. Local staff development for elementary counselors and teachers had been started in August 1976 by the state level project coordinator at one of the three sites and arrangements had been made with a university to provide elementary staff development at another site.

Draft copies of the elementary and adult materials were first available for testing in January 1977. Local project personnel were given instructions for field testing and evaluating the new materials. Final versions of the materials began arriving in April 1977.

RESULTS AND ACCOMPLISHMENTS

Probably the two most important results of the project were the elementary materials developed for use in guidance programs and the state level management procedures developed. The materials are significant in that they are probably the best career education/guidance materials produced to date for use in the elementary schools in Georgia. These materials relate to a number of ongoing programs in Georgia and will probably see a great deal of use in the coming years. The management procedures developed will help implement any new guidance programs for which funding is available in future years.

EVALUATION

Evaluation of this project was done on a number of different levels and by a number of different personnel. Evaluation was done not only by a third party evaluator, but also by SDE and local school personnel. Many different components were evaluated including utilization of the career guidance center, staff development, and the effects of classroom activities on students.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

A number of conclusions and implications can be drawn from the administration of this project. These conclusions are the opinions of the project director and project coordinator.

1. Projects which deal with as many different topics in education as this one should be written for a three- rather than a two-year period of time. The additional time would allow a thorough evaluation of products and dissemination of information and materials.

2. The greater the involvement of local personnel in the planning process for the project, the more likely they are to take pride in and responsibility for its outcome.

3. Utilization of a number of different committees to achieve different project goals seems to be an effective management technique.

4. Local systems seem to appreciate being informed of Department expectations at the beginning of a project rather than after all contracts are signed.

5. A number of recommendations and conclusions can be made about staff development from experiences with both state and local staff development worshops. These will not be listed here, but may be found in the conclusions section of this report.

PROBLEM AREA TOWARD WHICH THE PROJECT WAS DIRECTED

In November 1974 Georgia had a number of complex problems related both to guidance programs and career education programs in the state. A proposal was written at that time by representatives from the Vocational Education Division, the Guidance, Counseling and Testing Unit of the Georgia Department of Education and the University of Georgia. Some of the problems delineated in that proposal are as follows:

1. Georgia had a number of good, though fragmented career education programs, as explained in this quotation from pages 1 and 2 of the proposal:

   > When compared to a comprehensive program, the existing programs in Georgia do not meet the needs of all populations. Georgia has in existence a number of excellent programs of career education/career guidance. However, these programs seem to be fragmented and seem to lack a common bond that would serve as a "career guidance umbrella" to cover all segments of the population (K-14).
   >
   > At present, efforts are being made to acquaint youngsters in Georgia with various careers. At the elementary level, students take part in activities designed to help them become aware of the world of work and how they personally may relate to it. A unit approach is used to fuse awareness activities with the on-going elementary curriculum. Only thirteen percent of Georgia's elementary schools have the services of a guidance specialist; therefore, little has been done in the bulk of the State's schools to provide for a cohesive K-6 program to utilize the units and other materials to develop a cohesive guidance program at that level.

2. Counselors in Georgia tended to be on the periphery of the career education movement in that they viewed career education as a new term for vocational education. The Department wished to come up with some methods whereby the school counselors in the state would become the center of the movement instead of on the periphery. Career education units frequently made reference to the counselor as a person for the student to visit in case they needed additional information or help. Although counselor education institutions were beginning to get into the career education movement with their students, not much was being done statewide for counselors who were already out of these programs.

This problem was further delineated in the proposal.

> Studies continue to show that the lack of vocational guidance is a concern of students and counselors. In a recent American Vocational Journal article, Robert Gibson (Gibson, 1973), called attention to a study of counselors' concerns conducted for the North Central Association of Colleges and Secondary Schools which found that vocational guidance was a priority concern among counselors in 284 high schools. In the October, 1974 issue of the Personnel and Guidance Journal, Prediger, Roth, and Noeth (Prediger et al, 1974) report that career education and career guidance are currently high priority items on the national agenda. It was determined by this nationwide study that students perceived that receiving help with the making of career plans was their number one priority. Surveys seem to indicate that counselors are not communicating in meaningful ways that make much of a difference to students in their career choices (American Personnel and Guidance Association, May, 1973).
>
> Counselors have drawn criticism from several sources not only for inadequately attending to the career planning and preparation needs of children but for their insufficient training in career guidance processes as well (Willingham et al, 1972: Ginzburg, 1971). Studies by the U. S. Office of Education, and the National Advisory Council for Vocational Education, and the Georgia Advisory Council for Vocational Education all indicate that career planning goals for students are being slighted. In research carried out by Crosier (Crosier, 1962) fifty ninth grade students were interviewed to determine their self-awareness with respect to vocational interests and planning. Results showed a lack of vocational knowledge needed for career planning.
>
> Associate U. S. Commissioner for Career Education, Dr. Kenneth B. Hoyt, addressing a seminar for counselors sponsored by the College Entrance Examination Board, said counselors with the aid of intelligence and aptitude tests, are missing the mark in terms of the needs of students. "Schools must provide opportunities for students to experience success in work, through work-study programs, field trips and other sojourns into the community outside the school." However, Hoyt cautioned that career guidance should not focus only on

"paid employment, but on the whole lifestyle." "There are too many people who find that paid employment is so dehumanizing that it cannot be called work - it must be called labor," said Hoyt. "If too much emphasis is placed on occupation rather than on total leisure time, people in such dehumanizing jobs will find their lives lacking in personal meaning."

S. P. Marland, Jr., former U. S. Commissioner of Education, in a speech presented to the Meeting of State Directors of Vocational Education in Washington, D. C. (May 1971) stressed that by 1975 we can expect the unskilled to account for less than five percent of the labor force, approximately 4.5 million jobs. "Yet Bureau of Labor Statistics projections indicate that we will still have more than 3.5 million young people with non-salable skills trying to squeeze themselves into this sad five percent category. For them there will literally be no room at the bottom."

An instrument was administered to 952 high school students in Milwaukee to determine attitude toward schools, the value of education and attitude toward work and its role in their lives. Fifty-two percent of the students expressed dissonance with the school environment. Fifty-one percent expressed a low level of inivronment in intellectual aspects of schooling. Sixty-three percent of one sample exhibited a high level of adherence to the traditional values of education (success, satisfaction) and expressed a belief that knowledge and skill mean high salary, security, satisfaction, happiness, and success. Results of this Milwaukee pre-program career development study identified a need for a career development program in Milwaukee (Milwaukee Public Schools, 1972).

Evidence gathered in Georgia shows similar concerns stemming from the lack of comprehensive vocational/career guidance programs. Of Georgia students who took the College Entrance Examination Board tests in 1973-74, 35 percent indicated that they would ask colleges for special assistance with vocational counseling while only six percent indicated they would be likely to seek assistance with personal counseling. Thirty-eight percent indicated they would seek assistance in finding part-time work. An hierarchical listing of 23 guidance related goals based upon responses of students in grades 8-12 in White County, Georgia showed that career/vocational guidance activities were the top priority: The top two ranked goals were directly concerned with career/vocational guidance; four of the top seven were directly concerned with career/vocational guidance and the other three were indirectly related to it.

The 1973 responses to the "Georgia Guidance Services Inventory," administered to students in grades 7-12, counselors, teachers and administrators across Georgia indicated a need for the guidance program to provide more services in the following areas: information on technical and vocational school opportunity; information to help students make career choices; information on how to get a job; information on where to find a job after graduation; current information about jobs; information about part-time jobs; schedule job interviews between students and possible employers.

3. A third problem that existed was that a previous guidance project which was begun in 1973 entitled, "A Needs Based Vocational Guidance Program" was proving to be quite successful in improving guidance programs in grades 7-12 but no program was available for grades K-6 or adults. If funded, the new project would develop the required materials and procedures so that a comprehensive, articulated program would be available for Georgia's counselors and teachers, grades K-14.

4. Many new programs were beginning to surface in Georgia which needed to be addressed by any comprehensive career guidance program. These new programs were:

   a. The Pioneer C.E.S.A. (Cooperative Educational Services Agency) project to develop a performance-based certification and competency based education program for counselors in Georgia; and

   b. The development of a criterion-referenced testing program for Georgia which included a section on career development in grades 4 and 8.

5. A problem which was realized in the 7-12 project and in many similar career education projects in Georgia was that programs were being offered on various levels and that teachers were infusing career education concepts into their curricula without a planned system for determining their students' life-career development needs and keeping up with their progress towards meeting these needs. This idea of developing a tracking system for keeping up with a student's life-career development stages and needs is one which gained increasing importance as the project developed.

These then were the problems which the project proposal and the project attempted to address.

GOALS AND OBJECTIVES OF THE PROJECT

Based on the problems outlined in the previous section, the group of proposal writers decided upon three basic objectives for the project with several subobjectives under two of the three. The objectives as stated in the proposal and the explanation given with them are as follows.

Objective 1: Develop a K through post-secondary/adult comprehensive guidance model. The end result of this objective will provide a validated model actually operating in full in three school systems and 7-12 in thirteen other systems. This model will be totally transportable to school systems in Georgia and other states. The model will address all grade levels and will be agressive in terms of providing assistance to not only the regular student population but also to adults and out-of-school youth as well. The model will be built around a conceptual framework that must include and be based upon the identification of goals, assessment of target population needs, use of objectives, a team approach, curriculum based activities, community involvement, competency-based approach to staff development, and the use of statewide assessment activities.

The Matrix, or modification thereof,...(See Appendix A) will serve as the foundation for the model. These concepts are organized in a sequential fashion to relate to human growth, development and maturation; therefore, as such they provide an excellent basis for a curriculum based guidance approach. From this matrix student objectives can be developed for each grade level. Products and concepts developed by the present 7-12 project staff will be used extensively at this stage

Subobjective 1.1: Develop and implement the elementary school component. This objective will be measured by:

1. comparing the materials and systems developed to the Ashe Matrix to assure comprehensive coverage at all grades and
2. the successful operation of the program in three elementary schools.

The whole area of elementary school guidance has received little attention outside the area of career education units and an occasional elementary counselor. Therefore, in order to plan for the career guidance component at the elementary level, considerable developmental work will have to be done.

Subobjective 1.2: Implement the secondary career/vocational guidance programs currently under development. There is a current project devoted to the development of a career/vocational guidance program for the middle and secondary schools. In addition, there are a number of components already developed and ready for use at these levels.

Subobjective 1.3: Consolidate and improve the post-secondary career/vocational guidance system. Many of the basic career/vocational guidance components necessary for a post-secondary and adult guidance program do exist in various stages of usefulness. However, they are in need of updating, completion, testing and validation. For example, the student personnel services program has never addressed itself to evening and part-time students, neither has it served the adult not enrolled in formal education. In addition, the program has not been reviewed or attended to since 1966. The work sample evaluation center staffs provide services to the disadvantaged and handicapped. However, these centers are still very much in the developmental stage. For example, a program guide exists only in draft form. Only 11 of the schools have operating full-time job placement programs and these are in their first year of operation. The roles of the personnel in these programs will be defined and tested during the project. An adult guidance model has been prepared but never field tested.

Objective 2: Design and implement a state/local level management system to deliver a comprehensive guidance program to all Georgia school systems. The state level management of guidance in Georgia is totally fragmented. Five different divisions have some responsibility for guidance programs in local school systems. To achieve any improvement and comprehensiveness in guidance, the management system must be reviewed to assure that such a change can and will occur. The same concerns also apply to the management of guidance at the local level.

Subobjective 2.1: Model the process of planning for a comprehensive guidance program in 16 local school systems. To achieve a guidance program at the local level that is fundable, controllable and accountable in terms of meeting the needs of the many target populations defined in this proposal some organized and systematic approach to planning must be involved. Local personnel must know in advance what it is that they need to do; how they can do it; and who will do which part.

Subobjective 2.2: Design, test and implement a staff development delivery system. The very best of plans do not work when the personnel assigned to carry them out are not properly prepared. Therefore, this project must produce a staff development delivery system. Such a system must be competency based. It must address all of the components of the comprehensive program; both the personnel and the processes to be used.

Subobjective 2.3: Provide for necessary student materials through developmental and/or identification of existing resources. Any program proposed must offer direct and meaningful experiences to the numerous target populations identified to be served by this comprehensive guidance model; therefore, a variety of student materials will need to be identified, developed, redirected or integreted to form the nucleus of the projected program.

Objective 3: Provide for a formative evaluation of the materials currently existing in terms of the goal of this project and of those materials to be developed as a result of this proposed program of work. This project is a massive undertaking and will require careful constant quality control if the products are to meet the needs of the various target populations. Therefore, an evaluation in terms of process and product will be required of each component that now exists and a careful formative evaluation must be conducted for every product being developed as a part of this project.

GENERAL PROJECT DESIGN AND PROCEDURES FOLLOWED

In this section of the report procedures carried out in order to achieve the objectives listed in the proposal will be explained in a chronological order. In some cases, the project had to be altered. Each of the procedures which called for a change from the original proposal design will be explained and a reason will be given.

The first objective contained in the project proposal was to develop a kindergarten through post-secondary comprehensive career guidance model. This objective was further broken into three sub-objectives: (1) Develop and implement the elementary school components, (2) implement the secondary career guidance program developed in the previous project, (3) consolidate and improve the post-secondary career guidance system.

One of the first tasks was to obtain several reviews of the literature to determine what progress other states had made in similar types of projects so that this project would not develop materials which might already be available in Georgia or other states. Two ERIC searches were performed and letters were sent to all fifty states requesting information on any projects which might relate to this one. A filing system was set up in the guidance office to accommodate the materials arriving from the various states.

Something which was discovered in the search of the literature was that there was a great abundance of materials related to elementary career guidance but that materials related to adult guidance were somewhat scarce. Perhaps the search was not as extensive as it should have been, but the consultant who did the search had difficulty finding either adult or outreach counseling information.

A second major activity and accomplishment in the project was the selection of the three sites to serve as models out of the original sixteen sites which had participated in the 7-12 guidance project. The process used to select the three model sites will be explained in detail in a later section of this report. Personnel at the three sites were notified that they had been selected and asked to begin looking for personnel to staff their projects. Personnel had to be located to fill the positions of guidance paraprofessional, elementary counselor and outreach counselor.

Some difficulty was experienced at all three sites in locating personnel to adequately staff these positions because of the fact that the positions would be terminated after one year.

There was also some problem employing personnel for the project sites for the period which began January 1, 1976 and which would end December 31, 1976. Permission was requested from the United States Office of Education to extend the project period until June 30, 1977 so that school personnel could be hired to work from July 1, 1976 until June 30, 1977. It is quite difficult to obtain school personnel in January since the school year generally runs from September until June. The extension was granted and the search for personnel was begun in February 1976. This extension greatly eased one of the problems of locating personnel.

The next step was to contact the counselors in the three systems which had made the greatest amount of progress in the original project. The local school superintendents were contacted and a visit to the system was made by the State Department project director and project coordinator. Prior to this visit, a contract was drawn up which contained all of the essential components necessary to implement the project. During the meeting with the local system, each phase of the contract was covered with the superintendent, principals, curriculum directors and counselors. Once the contracts were signed, a management meeting was held in Atlanta for representatives from the three sites. During this meeting, a number of items were discussed. A copy of the agenda for that meeting which was held on June 9, 1976 may be found in Appendix A. A sample of the contract which was signed by one of the local systems may be found in Appendix B.

Work was begun on comparing the Asche Matrix to existing programs in Georgia. As stated in the project proposal, the Matrix, or modification thereof, would serve as the foundation for the model.

Beginning in January 1976 the project monitor and several of the consultants in the Guidance Unit of the Department of Education began studying the Asche Matrix. (See Appendix C.) The consultant who handled many of the workshops for the "Bread and Butterflies" career education television series compared the Asche Matrix with "Bread and Butterflies: A Curriculum Guide for Teachers" and his knowledge of the content of the fifteen films in the series to see where there was a correlation of goals. A number of similarities were found between the "Bread and Butterflies" series and the goals outlined in the Asche Matrix. Most of the similarities are summarized in the form of a chart which is in Appendix D. Dr. Jerry Roseberry, the project monitor for the 7-12 guidance project examined the goal areas specified in his project and compared them to the goal areas in the Asche Matrix. Once again, there was found to be a great deal of similarity in the Matrix and the University of Georgia Goal Areas. The University of Georgia Goal Areas had been developed for the 7-12 project.

In addition to this comparison, State Department of Education employees who were asked to be on the General Support Committee for the project were asked to compare their programs to the Asche Matrix to determine where their programs helped meet the goals found on the Matrix.

Two slide-tape presentations were prepared on various phases of the project. One of the slide-tapes was entitled: "The Career Guidance Project" and was intended to familiarize audiences with the career guidance model placing particular emphasis on the 7-12 phase of the project. The second slide-tape was entitled: "The Career Guidance Center" and was intended to explain how to go about setting up a career resource center and what services could be provided for students, faculty and counselors through the center.

The University of Georgia had received the contract through the 7-12 guidance project to prepare a set of materials. The first of nine packages to be produced by the University was completed in May 1976 and delivered to the Department.

During November and December 1976 the initial student objectives were developed from several sources. Objectives for the elementary component were developed from two sources, namely the Asche Matrix and the University of Georgia Goal Statements. Thirty objectives were written from these two sources; twenty from the Asche Matrix and ten from the University of Georgia Goals. The objectives taken from the Asche Matrix were modified so that they would correspond to the twenty objectives measured by the Georgia Career Development Criterion Reference Test, 4th grade level. Ten objectives were prepared from the University of Georgia Goal areas in order to assure the continuity of the different levels (Grades K-6, 7-12, and 13-14) of the project. A copy of the thirty elementary objectives may be found in Appendix E. A copy of the nine goal areas identified in the University of Georgia project may be found in Appendix F.

Early in the project it was decided that process objectives would not be written for each of the initial student objectives. Instead, product objectives were written for both the K-6 and 7-12 components of the project. In the K-6 portion of the project, workshops were held at the local level, conducted by both college personnel and State Department personnel and student outcome objectives were written and classroom activities were developed for these objectives. All three model sites conducted inservice sessions where teachers selected from the objectives and wrote up their own activities to help students achieve one or more of them. A copy of the format for writing up these activities may be found in Appendix G. This format is from the Cherokee County site where an instructor from Georgia State University and a consultant from the State Department conducted inservice sessions.

In the 7-12 phase of the project, nine systems were asked to prepare student outcome objectives from the University of Georgia Goals (Appendix F). In most of the nine systems, teachers and counselors wrote these objectives and then prepared descriptions of classroom activities and overall program activities which would help students achieve these objectives. A sample of these objectives and activity descriptions may be found in Appendix H.

The procedure most commonly used in the 7-12 project sites was to have teachers prepare student outcome objectives from the items on the needs assessment instrument developed by the University of Georgia.

The concept of using a vertical guidance team featuring high school students as guidance aides was field tested at the Wayne County site beginning in May 1977. The outreach counselor at that site trained seven students as Vocational Education Group Leaders. These seven students then began working with a group of thirty junior high students using the V.E.G. materials. The pre-post test data showed that the sessions were quite successful. This particular component of the program still should be tested further with students being trained in other peer counseling skills and additional evaluation of the total concept should be done.

Subobjective 1.2 in the proposal states that through this project the secondary career guidance program under development in sixteen school systems would be implemented.

It might help at this point to explain briefly the development of the 7-12 guidance project so that the reader will have a better perspective of this phase of the project. The 7-12 guidance project was begun in 1974 in sixteen systems in Georgia. Part of the 7-12 project involved having the University of Georgia write staff development packages for use with counselors and teachers working with those grade levels. Monies were obtained from Title IV-C to fund sixteen sites to implement the comprehensive guidance program including staff development for teachers and establish career guidance centers in their schools. These sixteen systems were funded for a two-year period. Other funding sources were found for the 1976-77 school year and twenty-one new systems were added to the sixteen original systems. Seven systems were dropped from the original sixteen either by their choice or by Department choice, giving a total of thirty systems in the state. Three out of these original sixteen systems were selected to be funded for the K-14 project.

Subobjective 1.3 stated that through the project the post-secondary career guidance system would be consolidated and improved. Georgia has had many problems with its guidance programs in post-secondary institutions which were mentioned in an earlier section of this report.

One of the first activities related to this objective was to review the existing literature in the area of adult guidance and have an ERIC search done. At the time that the search was done, there was very little information on adult guidance.

A site for field testing the adult model was selected and initial negotiations between personnel at that site and Department of Education personnel were begun. Pickens Area Vocational Technical School was selected as the site for development of the adult component because the school was located near one of the three model sites, namely Cherokee County, and the fact that personnel from Pickens Area Tech had worked closely with the Department of Education on other projects.

A copy of the adult guidance model which had been developed a number of years before was obtained and examined. The "model" was not really a model and it was decided that a new adult guidance model should be developed through the project.

A request for proposal was prepared for development of materials for both the adult and elementary components of the project and was sent to six in-state and four out-of-state institutions. The University of Missouri submitted the best proposal according to a group of independent readers and a contract was drawn up for the production of needed adult and elementary materials. A copy of the request for proposal may be found in Appendix I. Dr. Earl Moore was appointed the project director for the University of Missouri project.

The state level project director and project monitor were both pleased that the University of Missouri had submitted the best proposal because Dr. Earl Moore who was to be the project director had served as a consultant to the 7-12 project and the materials and processes developed in that project reflected much of his thinking in guidance. Another advantage in having Dr. Moore work on the development of the new materials was that this would help assure the articulation of all three programs.

The University of Missouri was notified that they would receive the grant in October 1976. Following notification of the grant, Dr. Moore and the state level project monitor and director met a number of times with the counselor at Pickens Area Tech in order to determine what types of adult guidance programs were being conducted in Georgia and to determine areas of improvement. During the visits to Pickens Area Tech, Dr. Moore and State Department personnel attempted to: 1) determine in what activities the counselor was involved, 2) what services were being offered in the day and night programs, 3) what materials were available for use by adult counselors in the state, 4) the characteristics of the population with which the counselor works, 5) how much and what kind of needs assessment was being done with staff and students, 6) how much cooperation exists between the area vo-tech programs and other governmental programs such as the labor department and vocational rehabilitation programs, and 7) what types of testing were being done at the school.

An analysis was done of the Singer Work Sample Evaluation Center at Pickens Tech and it was decided that the center would be more valuable if it were open for use by people enrolled in the night programs at the school. Funds were provided through the project to hire a counselor to open these centers two nights a week. According to the counselor at the vo-tech school, this was one of the most valuable contributions made to the adult night programs at the school.

The needs assessment which had been used in the 7-12 project was administered by the school counselor because an adult instrument was not available at that time. The results of the needs assessment were then used to plan staff development for the faculty.

The second major objective contained in the original proposal was stated thusly: "To design and implement a state/local level management system to deliver a comprehensive guidance program to all Georgia school systems." This objective was further broken down into three subobjectives. These subobjectives were to: 1) model the process of planning for a comprehensive guidance program in sixteen local school systems, 2) design, test and implement a staff development delivery system, and 3) provide for necessary student materials through developmental activities or identification of existing resources.

The initial step in designing a management system for the project was made by the state level project director in conjunction with two consultants in the Guidance Unit. A project monitor was appointed from the Guidance Unit who would spend a majority of his time supervising the activities of the project. A second consultant form the Guidance Unit would work closely with the project director and project monitor in making recommendations for the new project as a result of his experience in monitoring the 7-12 guidance project.

The other three consultants in the guidance unit served the following purposes in the project: 1) they gave input on project management procedures, 2) they helped with the formative and summative evaluations of the three model project sites, 3) they evaluated the three model K-12 sites and twenty-seven 7-12 sites, and 4) they provided consultative help, along with the project director and two project monitors, to the three model sites and twenty-seven 7-12 sites.

Soon after the monitor for the project was appointed, he began preparing a task list which outlined the tasks to be accomplished as contained in the project proposal. This task list was then submitted to the project director and other Guidance Unit consultants for comments and changes. A copy of this initial task list may be found in the first quarterly report submitted for the project.

The project proposal described two committees which would be formed in order to help carry out project processes. One of the committees was called the Executive Committee which would be composed of all of the division directors in the Department of Education who had responsibility for guidance programs. The project executive committee would be formed to facilitate the statewide implementation of the completed project. A second committee to be formed was the General Support Committee. This committee was composed of the designates of each of the division directors who could meet with the project director and project monitor in order to help make important decisions concerning the project. They would serve as a project "working committee" to work on specific tasks in their area of specialty.

The first meeting of the Executive Committee was held on September 17, 1976. Three meetings of the General Support Committee were held during the first year of the project. The minutes of the meeting of the General Support Committee may be found in Appendix HH along with the outline of items which were discussed.

Before the three model sites were selected, the General Support Committee helped decide the criteria to be used in judging the sixteen sites to determine which three would be selected to implement the project.

Although the idea of using a general support committee to make major decisions concerning the project was a good one, a great deal of difficulty was experienced in getting enough members of the committee together for a meeting.

The three meetings which were held had an average attendance of two members. At first, detailed notes were kept of each meeting and an attempt was made by the project monitor to meet individually with each member of the committee who had not attended, but as the project became more involved there wasn't time to work with each member individually. The real source of the difficulty was that in each case the division heads in the Department had selected their best and often busiest people to represent them on the committee. Because usually the best people have the tightest schedule, it was most difficult to find a time when all of them could meet. This support committee did have input though on some of the most important aspects of the project, namely setting criteria for selection of the model sites and helping the project monitor become aware of what programs and materials existed in the state which would apply to the guidance program.

A new management technique was designed for this guidance project. This technique required that the state level project director and project monitor go over the project proposal to determine what activities would have to be carried out at the local level. Then a contractual agreement listing these activities was drawn up. The next step in the process was to have the statewide project director and project monitor meet with the local project director, the system superintendent, involved principals and counselors in order to familiarize them with what would be required of them if the local system decided to become one of the three model sites. In this way, many questions about what was to be done in the project were settled before the system accepted the responsibility. Personnel at each of the three sites were involved in a three-or four-hour meeting with State personnel in order to go over the items on the contractual agreements. The system was then given several weeks in which to get the appropriate signatures on the document and return it to the Department. A sample of one of these contractual agreements may be found in Appendix B.

This new procedure was so successful that it was used with all of the new systems in the state who wished to implement the 7-12 project in their systems using Commissioner's Part D or Title IV-C monies.

A system of scheduling regular management meetings with personnel from the three sites was established with the first management meeting being held in Atlanta on June 9, 1976. During that meeting, the items discussed included budget preparation, forms management, the calendar of events for the coming year and program planning. A copy of the agenda for that meeting may be found in Appendix A. At that meeting it was decided that future management meetings would be held at the local sites. This decision was made for several reasons. It was felt that some of the meeting time could be set aside for each project person to meet with his or her counterparts from the other two systems so that they could swap notes on things which had proved to be successful and some of the pitfalls of their jobs. Holding meetings at each site allowed the counselors to see the career centers and get ideas for improving their own. This idea also helped save travel expenses for the site serving as host.

In order to save time and energy, the management meetings with the local site directors were arranged for the same time or slightly preceding the staff development meetings for the elementary counselors and teachers. This arrangement was made following the January 1977 staff development meeting when a number of the project directors indicated that they wished to attend the staff development meetings. The topics covered during these management meetings may be found in Appendix J.

In addition to these regularly scheduled meetings, the State Department monitor for the project was available on an on-call basis whenever the project directors needed special help. There was an average of one day per month spent with each of the three site directors for the entire year.

The types of assistance provided during these meetings included: a) help with planning staff development, b) help with arranging for staff development by university personnel, c) conducting staff development sessions, d) helping select materials, e) providing input concerning responsibilities and work assignments of personnel, f) providing help in selecting and preparing evaluation instruments, g) giving suggestions related to programmatic changes, and h) providing interpretation of results of on-site evaluations.

Another management procedure which proved quite successful was having project directors use the items on the contractual agreements which they had signed with the Department of Education as goals for their action plans and tasking out each item. This prevented the local project director from forgetting any of these items during the school year. Some pages from a completed action plan may be found in Appendix K.

Another procedure which was used in conjunction with the action plans was the yearly calendar. At the first organizational meeting held in June 1976 the three project directors were asked to bring their school calendars for the upcoming year. Each project director was given a clean school calendar and asked to record the items from their school calendars which would have a bearing on the project calendar. Then the project directors were asked to transfer any dates from their action plans to the project calendar for the year so that they would be reminded of due dates, etc. This method helped assure that project directors knew when materials were to be sent in and all directors were prompt in sending in required plans and reports.

The second subobjective under objective two states that a staff development delivery system would be designed and implemented. Before explaining what activities took place in staff development in the project, it would probably be better to explain the overall design for staff development then explain how the design was modified to fit local system needs. Essentially, the staff development delivery system was designed by the University of Georgia in the first year of the 7-12 project. The design first requires that a student and staff needs assessment be done with a sample of students and staff. The needs assessment for the 7-12 project was tied directly into the nine goal areas for that project so that once the needs assessment was done, counselors could prioritize the needs data and select one or more goal areas in which to provide staff development. The 7-12 project had developed staff development packages in seven out of the nine goal areas so that once a goal area was selected, except for the two without packages, activities could be selected for use during staff development sessions.

The staff development packages were intended for use by State Department personnel or university personnel with groups of counselors. Once the counselors returned to their home sites, they would select activities from those provided in the manuals to do with their faculties. There were several options left to local school counselors: 1) they could conduct the staff development activities themselves, which a number of them did; 2) they could use staff development funds provided through Part D or Title IV-C to pay university personnel to do the staff development for them if they did not have the time or did not feel comfortable with this type of activity or 3) they could ask consultants with the Guidance, Counseling and Testing Unit to do the staff development for them. The third option became increasingly difficult for consultants to schedule as the number of involved systems increased. Option two was probably chosen most frequently by counselors in the program.

This staff development design had to be modified somewhat both for the elementary and the adult component because staff development materials were not available for the elementary component until January 1977 and some of the project directors wished to begin staff development during the Fall of 1976. Because the 7-12 packages were not really suitable for use in the vocational-technical school setting, staff development also had to be specially designed for this component also.

Staff development activities during the two years of the project involved a large number of people on a number of different levels. A summary of staff development activities and some sample agendae are provided in Appendix L.

The first staff development session conducted by Guidance Unit consultants was held on June 22-25, 1976 for the counselors and lead teachers in the nine original counties. The University of Georgia had conducted previous staff development. The major topics covered during that staff development workshop were: 1) developing a management plan for the project, 2) preparing student outcome objectives and program objectives, and 3) human relations training. The agenda for this workshop may be found in Appendix M.

The second workshop was conducted July 12-15, 1976 for the twenty-one new systems who were being involved in the project. The objectives for this workshop were essentially the same as the ones above except participants were informed of their responsibilities as first-year projects.

Personnel from all thirty sites were brought together for a workshop on October 26-29. At this workshop the counselors were given a choice of two sessions to attend out of six that were offered. The six University of Georgia staff development modules which were available at that time were used by the guidance consultants to prepare for the workshop.

The final workshop conducted by the consultants in the Guidance Unit for counselors in the 7-12 project took place May 19 & 20, 1977. The topics covered during that workshop included: placement, other sources of funding for staff development, preparing public relations materials, a review of useful materials, writing program objectives, preparing program guides and the individual advisory system.

Besides these staff development workshops conducted by the guidance consultants, two workshops were conducted during the two years in order to train the counselors to implement the Life Career Development System by Dr. Gary Walz and Dr. Libby Benjamin, the authors of the program.

Each of these workshops was three days in length and was conducted first for the counselors in the sixteen original sites and second for the counselors from the twenty-one new sites the next year. Also, Dr. Cal Daane, author of the Vocational Exploration Group conducted one workshop for the counselors in the program.

Three staff development sessions were conducted for the elementary counselors and teachers from the three model sites plus two sites who became involved on a voluntary basis. Dr. Earl Moore and Mrs. Vicki Straub of the University of Missouri conducted the first two of the workshops and Earl Moore and Edna Bernhardt conducted the third. The workshops were conducted on January 26-27, April 12-13 and June 15-16. The first workshop was conducted in order to: 1) develop positive attitudes towards career guidance in the elementary school, 2) familiarize the teachers and counselors with new techniques for elementary guidance, and 3) explain the procedures for pilot testing the Grades 2-4 infusion units and elementary needs assessment instruments. The second workshop was on assertiveness training and the third workshop covered the competency based guidance system, how to utilize the infusion guides and how to have teachers prepare their own guidance activities.

Staff development at the local sites was handled in a number of different ways. Some of the counselors at the local sites hired university professors to conduct staff development for them. State Department staff encouraged the counselors in these cases to help lead the sessions. Other counselors arranged for help from guidance unit consultants in conducting the staff development. Yet another group of counselors chose to do their own staff development utilizing the University of Georgia packages and additional commercial materials. As was mentioned previously, different topics were covered in staff development sessions at different sites because staff development reflected student and staff perceived needs.

Staff development was conducted at Pickens Area Tech by a professor from the University of Georgia. Twenty-six faculty and staff members at Pickens Tech participated in two five-hour courses. The first course was entitled "Planning for Career Development Education" and the second course was a field project in which faculty members wrote up unit plans to get at objectives based on the student needs assessment instrument results. The course outline and a sample of the work produced at Pickens Tech may be found in Appendix N .

The majority of local systems were given staff development training on most of the techniques listed below. Keep in mind that the staff development was needs-based and differed from system to system. The techniques which were covered in elementary inservice sessions at the five sites involved in the K-6 program included most of the following:

1. Decision making and how to teach it
2. Brainstorming as a classroom technique
3. Field trips and use of community resource people
4. Conducting small group sessions
5. Values clarification techniques

26

6. Role playing techniques
7. Review of elementary career guidance materials available
8. Developing teaching units which include career education/guidance activities
9. Evaluating infusion activities
10. Gaming in career education/guidance
11. Controlling classroom behavior
12. Assertiveness training and
13. Guided imagery

Techniques frequently covered in the staff development for the 7-12 component of the project included the following:

1. Making formula responses
2. Conducting small group sessions
3. Decision making for students
4. Role playing
5. Brainstorming
6. Conducting parent conferences
7. Teaching test taking skills
8. Utilizing study time
9. Improving reading skills
10. Developing infusion activities related to the needs assessment instruments
11. Improving classroom behavior
12. Listening and attending skills
13. Procedures to use in the individual asvisory system
14. Preparing career plans
15. Behavior contracting
16. Goal setting activities and
17. Educational planning

The course outlines for the two courses taught at Pickens Area Tech may be found in Appendix N.

The third subobjective under objective two stated that provisions would be made for providing necessary student materials through developmental activities or identification of existing resources.

The work done on this objective involved the project director, project monitor and two other consultants with the Department of Education. The process used was to talk with various people in the field to determine what materials were proving to be most useful and compiling resource lists of those materials. Any materials developed in the state were requested through the various Department Offices and reviewed by consultants in the Guidance Unit. Members of the General Support Committee were asked to help with this task by providing the project monitor with a chart of the materials they had and to show how these materials helped meet the various objectives found on the Asche Matrix.

After spending a great deal of time evaluating both in and out-of-state materials for possible use in the elementary and adult components of the project, it was decided that new materials should be prepared. All of the materials that were examined were either of poor quality or they did not fit the guidance model as conceptualized in the project. So, in September of 1976 a request for proposal (See Appendix I) was sent to six in-state institutions and four out-of-state institutions in order to obtain proposals for preparation of materials. Out of ten possibilities, only two institutions prepared proposals, the University of Missouri and the University of Florida.

These two proposals were read by personnel at the University of Georgia and in the Georgia Department of Education. The University of Missouri proposal received the better rating.

Following the preparation of the Request for Proposal, the project director and project monitor contacted a counselor at Pickens Area Vocational-Technical School about cooperating in the development of the adult model and field testing of instruments to be developed. An agreement was made between the administration of the vo-tech school and the Guidance Unit. Through a number of sessions between State Department personnel and the counselor at Pickens Tech, an idea of the needs of the adult guidance program was drawn up.

Once the University of Missouri was notified that they would receive the grant, several sessions were held between Dr. Earl Moore who would be the project director for that project, the counselor at the area vo-tech school and Department personnel. The major purpose of these meetings was to assure that the materials to be produced would be usable in the project and with other schools in Georgia.

An advisory committee for the Missouri project was selected and letters were sent out in October 1976. Also a working committee was formed composed of the three elementary counselors at the three model sites in addition to four counselors from other parts of Georgia. The advisory committee would serve several purposes: 1) to help determine the overall project objectives, 2) to determine operational and implementation procedures for the project, and 3) to assure articulation between the K-6, 7-12 and adult phases of the project. The working committee for the project would be used to give input on the types of activities which counselors do in their schools and to help assure that the design of the materials produced would be relevant to existing counselor concerns. The agenda for the meetings of these two committees may be found in Appendix O. A third advisory committee composed of University of Missouri personnel was formed. The members of this committee were essentially those people at the University of Missouri whose cooperation would be needed in order to complete the materials.

On October 21, 1976 Earl Moore conducted a meeting of the working committee in Atlanta during which the seven elementary counselors gave input into the planned guidance model for the elementary school. The names of the people who attended this meeting and the topics covered may also be found in Appendix P. The major purpose of this meeting was to determine existing counselor practices so that new materials developed could take existing counselor duties into consideration. As the materials were finally designed, they did not address the typical activities of an elementary counselor, but addressed the activities which might require some inservice training for them to carry out. It was felt by Dr. Moore and the project director and monitor that if the materials just addressed those activities presently going on in elementary guidance programs that the innovative purposes of the project would not be served. A description of the materials which were finally produced for the elementary component of the project may be found in another section of this report.

Two more meetings were held in November 1976 in order to determine the direction of the University of Missouri project and to provide input on the design of the materials to be produced. Because of the distance between Atlanta and Columbia, Missouri, the two project directors attempted to get the most out of each visit. On November 18, Dr. Moore conducted a meeting of the Executive Committee for the project just prior to the Georgia School Counselors Meeting. The major emphasis of this meeting was to help assure the articulation between the K-6 portion of the project and the 7-12 project and to get input on the project objectives and products. The second meeting was held on November 19. Dr. Moore met at this time with the project directors, counselors from the local sites and the project monitor from the State Department. The major purpose of this meeting was to discuss plans for staff development workshops during the coming year and to request samples of work being developed in the local sites for use by the University of Missouri writers. The people present and the topics discussed at these two meetings may also be found in Appendix Q.

Shortly after this series of meetings the personnel were hired to staff the University of Missouri project. One writer was employed to work on the Guidance Activities Manuals, three writers were employed to prepare the Competencies Manuals and to give them an initial field test in Missouri, two graduate students were employed to prepare the Adult Materials and one person was employed to plan and help conduct the staff development for the counselors in the three sites and prepare the staff development packages.

At the first staff development session conducted by the University of Missouri on January 26 & 27, 1977, Dr. Moore brought initial drafts of the Guidance Activities Manual for grades 2-4 for field testing in the local sites. Dr. Moore explained the procedures for the field test of this manual in addition to an individual needs assessment instrument which had been developed for use in the elementary school. Local project directors were asked to complete the field tests of these materials before the next staff development workshop which was scheduled for April 12 & 13.

When Dr. Moore came to Georgia for the April workshop with the local sites he brought the following materials to be field tested: 1) a prototype Competency Checklist Procedures, 2) a program needs assessment instrument for the elementary school, and 3) draft copies of instruments for needs assessment of a component of the project.

During this same visit, the first meeting of the Georgia Advisory Committee was held on April 14 in Atlanta. The members of this committee were people who were in positions in the Georgia Department of

Education and at the University of Georgia who would influence the degree of use of the materials once they were completed. A list of the members of the committee, including their title, and the agenda for the meeting may be found in Appendix R. A great deal of interest was shown in the prototype materials by the members present, and the overall results of the meeting were quite positive.

By June, the Guidance Activities Package was ready for printing, the Competency Rating Manuals were complete and printed, the rough draft of the Methods Guide was complete, the adult needs assessment instruments were complete and the Adult Program Guide was nearly finished. The six staff development packages were also near completion.

The materials developed by the University of Missouri essentially received two types of field testing. The Competency Rating Manuals were initially field tested by the writers who developed them. Three other writers were assigned responsibility for developing the Competencies Manuals and one of these three worked part time as a counselor in an elementary school in Columbia. The initial field tests were done there, then the rough drafts were given to the Georgia project directors with instructions for field testing the competency system at the April 1977 staff development meeting. Project directors were asked to have twenty teachers try out the competency system and to write comments on them.

The Guidance Activities Manuals had been brought to the January 1977 staff development session and the project directors were asked to field test the activities with a group of twenty teachers and return the rough drafts with comments to Dr. Moore. In addition to the Guidance Activities Manuals, the needs assessment instruments for the elementary school were brought to the same meeting and Dr. Moore requested that these instruments be field tested.

In April Dr. Moore and the project monitor also provided the counselor at Pickens Area Tech with copies of a rough needs assessment instrument for the adult guidance programs. These drafts were field tested by the counselor at Pickens Tech and forwarded to Dr. Moore with suggestions for revisions.

Final copies of the materials developed by the University of Missouri began arriving in April. Some of the materials were sent as camera-ready copy while bound multiple copies of other materials were sent.

The third objective of the project was to provide for a formative evaluation of the existing materials and of those materials to be developed as a result of the project. As explained in an earlier section of this report, a thorough search was done of existing materials in Georgia which might fit the project goals. Two ERIC searches were done and letters were written to all fifty states requesting information which might apply to what was being done. Letters were also written to State Department personnel and many personal contacts were made in an effort to glean any related materials.

All of the materials which were obtained in this manner were given an evaluation by the project monitor and two other consultants in the

Guidance Unit. Most of the materials obtained were deemed unsuitable for one or more of the following reasons:

a. They did not point up the relationship of the counselor to the career guidance program; i.e. the counselor participated only as a resource to the teacher, not as someone who would lead the program;
b. the materials had different goals from those of the project;
c. most of the materials which had been developed in Georgia for utilization in the elementary programs were of poor quality and too sketchy to be of real use to teachers or counselors;
d. none of the materials available offered a planned, sequential approach to meeting a student's life career development needs; and
e. the materials were not needs-based and approached career education/guidance as providing services and information whether or not the student needed those services or information.

Once the decision was made to have materials produced, the idea of having a formative evaluation of those materials was incorporated into the request for proposal for production of materials and into the request for proposal for the third party evaluator. All proposals submitted for both materials production and the third party evaluation of the project were examined with this in mind. As a result, the University of Missouri pilot tested the materials they developed both in Columbia, Missouri and in Georgia with the five systems involved in the elementary component. Draft copies of some of the materials developed were submitted to Dr. Brian Jones for evaluation as part of their contract.

Some difficulties resulted because of the fact that the University of Missouri did not receive their contract early enough to provide enough time to complete even draft copies of all of the materials which Brian Jones was to evaluate. As a result, the materials got a very poor rating from A.I.R. whereas the final copies of the materials are quite good. A copy of the final report from A.I.R. may be found in a later section of this report. Section III and IV of that report deals with the evaluation of the elementary and secondary materials.

RESULTS AND ACCOMPLISHMENTS

On page 68 of the original proposal, four outcomes and benefits to be derived from the project were outlined. These four outcomes are listed here as they appeared in the proposal.

1. A detailed program guide and instructional materials for each element and component described in this proposal.
2. A comprehensive needs assessment package including instruments, methods, and procedures.
3. Staff development modules for preparing guidance and other educational personnel to provide the necessary leadership in developing and utilizing a curriculum-based guidance program.
4. More important than these products will be a carefully designed implementation strategy and state/local level management system that will enable school systems in Georgia to implement the entire model without the use of discretionary federal funds beyond the first year of adoption.

OUTCOME 1

As part of the 7-12 project which was begun a year before this project, a handbook was developed entitled: Career Guidance in Georgia: A Program Development Guide. This guide meets the requirements of this outcome for the 7-12 component of the project, but it does not go into enough detail to cover the K-6 component or the adult components of the program. Because most of the elementary program materials were completed late in the K-14 project, the guide has not been revised to include the new methods and materials. Plans are being developed at this time to prepare a complete program guide which explains all of the various components of the program in detail.

The Career Guidance in Georgia: A Program Development Guide booklet was included in the report for the 7-12 project and will not be included with the materials in this report. The project monitor for the 7-12 project summarized the contents of that booklet and added some information on project management to aid counselors in implementing the program. A copy of that document may be found in Appendix S. Toward the end of the project, the 7-12 project monitor and the K-14 project monitor worked together on preparing a description of the guidance model which is a revision of the program guide and which includes the elementary and adult components. A copy of this guidance model description may be found in Appendix Y.

OUTCOME 2

By the end of the project a comprehensive needs assessment package had been developed for use by systems implementing the program. A list and brief description of the available needs assessment instruments follows.

Elementary

1. Comprehensive Career Guidance Program Assessment Manual, Elementary
   This manual contains instructions for scoring and interpreting the Guidance Program Assessment, Elementary School Instrument. The areas covered by the instrument include: advice areas, school helping processes, classroom environment, and a group topics questionnaire. The instrument itself is primarily designed for grades 4-6 and may be administered in an individual or group setting.

2. Comprehensive Career Guidance Needs Survey Manual, Elementary School
   Like the previous manual, this manual contains instructions for administering, scoring and interpreting the Life Career Development Needs Survey, Elementary School Instrument. The needs statements in the instrument were derived from the three domains of: interpersonal effectiveness, work and life skills and life career planning. This instrument, like the other may also be hand or computer scored. Computational aids are provided in the manual to assist with hand scoring the instrument.

Secondary

1. Comprehensive Career Guidance Program Assessment Manual, Secondary
   This manual explains how to administer the Guidance Program Assessment instrument and how to interpret the results. The Instrument itself is comprised of five sections that are directed toward areas of importance in implementing a guidance program, namely: school helping processes, teacher feedback inventory, personal development short courses, personal problem solving, and a counselor rating scale.

2. Comprehensive Career Guidance Needs Survey Manual, Secondary School
   This manual explains how to administer the Life Career Development Needs Survey, Secondary School and suggests ways to interpret the data obtained. There are two forms of this instrument, each containing eighty needs statements. These needs statements were derived from the three domain areas of interpersonal effectiveness, work and life skills and life career planning. Both of the forms are an adaptation of the Georgia Career Guidance Card Sort developed in the 7-12 project. Both forms may be hand or computer scored.

3. Three card sort instruments were developed for the 7-12 project which are still usable. All three are entitled: Georgia Career Guidance Card Sort. The three sorts are different in that one is for use by students and is written in first person. The second sort is written in third person and is intended for use by school faculties. The third sort is intended for use with community people. All three cord sorts are based on the three domain areas. An instruction sheet is provided for local systems who wish to administer these instruments, but no interpretative manual is provided.

Postsecondary and Adult

1. Comprehensive Career Guidance Program Assessment Manual, Postsecondary and Adult
   This manual explains how to administer and interpret the results of two different needs assessment instruments: Comprehensive Counseling and Personnel Services Program Assessment: Postsecondary and the Comprehensive Counseling and Personnel Services Program Assessment: Adult. The first instrument is designed for use in postsecondary institutions and settings. The other is designed for adult education and/or adult oriented agencies. Both instruments have the same basic components.

   The main purpose of both instruments is to determine how well the program is meeting the needs of the consumers it is serving.

2. Comprehensive Career Guidance Needs Manual, Adult
   Like the other manuals, this manual explains the use and interpretation of another set of instruments. Three instruments are included in the manual, one for young adults, one for middle adults and a third for older adults. The instruments are different because they are based on different developmental levels and different groups of needs. The needs statements on all three instruments though were derived from the three domain areas mentioned previously. The first two instruments may be computer scored or hand scored. The third instrument is in the form of a card sort with large print.

3. Comprehensive Career Guidance Community Survey Manual, Adult
   This manual describes three instruments that can be used to inventory elements related to adult education and career development. The Adult Education Program Survey is used with prospective adult learners in the local community. The Inventory of Community Resources is directed toward identifying potential instructors and support personnel in the community. The Inventory of Staff Resources helps identify staff capabilities that can be used in a career guidance capacity. The first two instruments can be computer scored and the third must be hand scored.

OUTCOME 3

Outcome three relates to the development of staff development modules in order to provide the necessary leadership in a curriculum-based guidance program. In the elementary component of the program six different staff development modules were prepared by the University of Missouri project, staff development modules were already available for the 7-12 component. For the adult component, Dr. Paul Scott of the University of Georgia designed a ten-hour course for instructors at Pickens Area Tech.

Six staff development packages were written for the elementary component of the project by the University of Missouri. These packages are entitled: Developing Self Worth, Improving Classroom Behavior, Parent Education and Consultation, Classroom Meetings, Responsible Assertiveness Training and The Career Guidance Curriculum.

The Developing Self Worth staff development package is primarily oriented towards Adlerian theories and contains exercises which help counselors understand such things as the family constellation and equalitarian relationships. The entire package requires one-and-one-half days of staff development. The five goals of the package as they appear in its introduction are:

1. To understand, experience and evaluate the components of an equalitarian relationship of mutual respect;

2. To learn how a person's self-concept and behavior is influenced by his social environment;

3. To understand the purposes and goals of behavior;

4. To understand how discouragement inhibits social interest; and

5. To understand how the encouragement process promotes social interests.

This package and all five others are organized in the same way to provide continuity and ease of use. The first part of the package is an introduction which gives the reader some idea of what is contained. The goals and activity titles are then listed and finally an overview of the package is given which lists the goals, concepts, activities, an estimate of the time required to carry out the activities, the process used in the activity, and the mode of the activity (i.e. large group, triads, independent work, or small group). The next section of all the packages contains the activity directions which tell how to carry out the activity including a list of materials and equipment and arrangements required before the meeting. The next section of each of the packages contains leader's summaries of the theories and rationale for the activities. The last section of the package contains a set of participant worksheets which can be duplicated and handed out to participants prior to or during each of the activities.

All of the packages are designed primarily for use by State Department Consultants or university personnel then by counselors with teachers in their own systems.

The second package, entitled Improving Classroom Behavior, is also oriented towards Adlerian theories. This package, like the Developing Self Worth package requires one-and-one-half days of staff development to complete. The Developing Self Worth package is a prerequisite for this package. Actually, these first two packages can be done together during a three-day workshop.

The three goals of this package are:

1. To understand that chronic misbehavior in the classroom is an expression of discouragement;

2. To learn the four goals of misbehavior; and

3. To learn how to teach the principles and specifics of the four goals of misbehavior to children.

The Parent Education and Consultation package explains how to use the S.T.E.P. Kit (Systematic Training for Effective Parenting) and the Adlerian Model. The Developing Self Worth package is also a prerequisite for this package. Approximately five hours is required to complete this package. The three goals of the package are:

1. To understand the the general purposes, the physical aspects and the scope of parent education groups and resources;

2. To understand a specific type of parent education group (Systematic Training in Effective Parenting) and how to begin that program; and

3. To learn leadership techniques for facilitating the S.T.E.P. program with parents.

This package contains a game which helps participants learn leadership techniques for facilitating the S.T.E.P. program with parents.

The Classroom Meetings package is based on the work of William Glasser. Staff development using this package requires approximately four hours. The three goals of the package are:

1. To understand the general purposes, the physical aspects and the philosophical components of classroom meetings;

2. To understand the specific types of classroom meetings and how to begin them; and

3. To learn leadership techniques for facilitating effective classroom meetings.

This package also contains a game which helps participants learn leadership techniques for facilitating effective classroom meetings.

The Responsible Assertiveness Training package was developed from the theories of a number of different people. This package is not recommended for use by all systems who participate in the program in the future because all systems in Georgia may not be ready to implement this package with their faculties. The package requires two days of staff development training. The first day is devoted to counselors and teachers and the second is devoted to students. The second day of staff development can be carried out by asking the participants to role play a student whom they teach. There are seven goals for this package:

1. To understand the basic assumptions of assertiveness training;
2. To learn specific ways to get started in learning to be more assertive;
3. To learn specific ways of staying with assertive training;
4. To understand the basic assumptions of assertiveness training with children;
5. To learn the steps of assertive training for children;
6. To learn how to use imagery as a tool for assertive training; and
7. To learn how to use relaxation training as a tool of assertive training.

The final package is the Career Guidance Curriculum. This package explains how to use the competency system for determining a student's life career development stage. Approximately one-and-one-half days are required to complete the activities in this package. The goals of the package are:

1. Participants will gain an awareness of how career development will affect their personal educational setting;
2. Participants will gain an overview of a comprehensive career development system for the elementary school;
3. Participants will learn skills in utilizing a comprehensive rating scale for evaluating student outcomes; and
4. Participants will learn skills in developing activities to meet career development objectives.

Systems who choose not to use the competency-based guidance system would not need staff development on the entire package. The activities under goal four should be used with any system in that these activities will help counselors train teachers to prepare their own activities to complement the activities in the Guidance Activities Manuals.

Seven staff development packages were developed for the 7-12 component of the project through a previous project. These packages were utilized during the project period to carry out many of the staff development sessions with counselors from the thirty participating systems. The titles of the seven packages are: Educational Environment, Human Relations Skills, Individual Advisement System, Life Career Planning, Relating With Significant Others, Self Validation and Work and Leisure Environments. A summary of each of these packages may be found in Appendix . Information on these staff development packages was given in the final report for the 7-12 guidance project and it will not be repeated here.

As mentioned previously, a course outline was developed for use in vocational-technical schools. A copy of this course outline may be found in Appendix .

OUTCOME 4

Outcome four in the original proposal stated that...."a carefully designed implementation strategy and state/local level management system that will enable school systems in Georgia to implement the entire model without the use of discretionary federal funds beyond the first year of adoption" would be one of the major outcomes of the project. Attempts have been made throughout this project to achieve this outcome. Basically, these attempts have been in the form of informing the project counselors of available state and local monies which could be used to fund their projects once the discretionary funds are no longer available. Counselors have been informed of monies which come to their local systems each year from the Department such as state staff development funds and funds for media centers and guidance. Counselors were given specific information on who in their systems would know about these state funds and how to apply for them. Suggestions were given to counselors for utilizing either student aids or community personnel to staff their career centers. It was also suggested that local systems look into the possibility of using C.E.T.A. workers as guidance paraprofessionals to staff their career centers.

A second idea which was used with the counselors in the projects was to explain how to develop a good public relations program so that the activities in the project could be publicized in hopes that the local school boards would feel a need to continue support of the project with local funds once the discretionary funds were gone. This idea worked in a number of systems because paraprofessionals were made available through local funds to staff the career guidance centers. In Cherokee County, the elementary guidance counselor who was hired through project funds was hired through local funds for the next year.

A number of improvements were made in the project management system from the state level during the two-year project period. One improvement in the system of management was the process of carefully examining the original project proposal and known project demands and preparing a contractual agreement for local system personnel to sign. These contractual agreements clearly spelled out exactly what tasks a system accepting the grant monies was expected to accomplish during the project year.

A second improvement in management procedures related to project action plans. All project directors were instructed to prepare a project action plan which listed each item on the contractual agreement as a goal of the project. These goals were then broken out into tasks, personnel responsible for accompanying them and a time frame in which to achieve the task. A copy of a completed action plan may be found in Appendix K .

A third management procedure used with the thirty project sites was the followup letter. All consultants in the Guidance Unit were instructed to prepare followup letters to all sites they visited which outlined the topics discussed during the consultation visit and recommendations for activities to improve the project. This procedure proved to be effective as a check to see if systems were implementing the suggestions made by the consultants.

The preceding paragraphs have described the outcomes of the project as they related to the outcomes specified in the original project proposal. There were a number of other significant outcomes and accomplishments of the project which were not mentioned in the proposal. These additional accomplishments will be outlined briefly in the next paragraphs.

1. In addition to the needs assessment instruments and manuals produced by the University of Missouri project, a number of other excellent career guidance materials were produced. Three Career Guidance Activities Manuals were produced by the University of Missouri project. One manual is for grades K-1, the second for grades 2-4 and the third for grades 5-6. These manuals were developed for use by teachers in systems implementing the program. Each manual contains thirty classroom activities for use on the specified grade levels and provide references for further activities and adaptations. Each manual also contains a resource section which teachers can remove and use to prepare a stencil, spirit master or an overhead transparency. These units were prepared by a classroom teacher and were field tested as mentioned in a previous section.

   These activities manuals will probably receive a great deal of use in Georgia because of their relationship to the Georgia Statewide Testing Program. Twenty of the thirty goals on which the activities are based were taken from the career education section of the Georgia Criterion-Referenced Tests for the fourth grade.

   A Psychological Education Group Methods Manual was also developed for use by counselors working with upper elementary school students. This manual provides instructions for forming psychological education groups with students in the sixth, seventh or eighth grade. Group sessions take students through human relations training, understanding behavior and behavior modification techniques.

An Elementary School Career Guidance Methods Guide was also developed which describes key instructional and guidance methods needed to implement the Career Guidance Activities Manuals in a thorough and detailed manner. Topics included in the Methods Guide include experiential career education, media packages, values education, human relations education, communications training, achievement motivation and assertiveness training. This guide can be used in conjunction with the Guidance Activities Manuals if a teacher wishes a further explanation of techniques suggested by the activities. For example, if a teacher plans to do one of the classroom activities which involves values clarification, she can refer to the Methods Guide for an explanation of that technique.

2. A second accomplishment of the project was to demonstrate that the role of a counselor could be changed. The project director in Wayne County, one of the three model sites, made this statement in her final report of her project.

> As a result of this project my role as a guidance counselor has definitely changed from primarily one to one counseling sessions with students or parents to more of a resource person for teachers and a management position. As an offset of this new role I found myself constantly scheduling, planning, organizing and implementing staff development activities throughout the system.

3. Because of the comments made by the third party evaluator about the project review (page 3 of the report) that review is included in Appendix T. According to the final report prepared by A.I.R., "It is recommended that the review written by the project monitor be used as a model for the conception and administration of this kind of project."

EVALUATION

The Request for Proposal for evaluation of the project was sent on June 16, 1976. Probably because of the complexity of the evaluation required, only two institutions responded to the request for proposal: The American Institutes for Research and the Center for Psychological and Educational Consultants in Columbia Missouri. In August, 1976 these two proposals were sent to five readers along with a checklist to use in evaluating them. The proposal from A.I.R. received a better rating. Dr. Brian Jones was named as the principle research scientist.

In October Dr. Jones and a research assistant, Miss Deborah Plumley came to Georgia and met with the State Project Director and Project Monitor for two days to outline evaluation plans, determine data collection schedules and discuss instruments to be used. The four objectives for the evaluation project were discussed and approved by Department representatives. The objectives for the evaluation project were:

1. To determine the extent to which the Georgia Department of Education project had met its process objectives;
2. To rate the Georgia Department of Education's comprehensive K through post-secondary comprehensive career guidance model;
3. To provide a formative evaluation of the grade 1-6 staff development modules; and
4. To provide a summative evaluation of existing 7-12 staff development modules.

A copy of the final report from A.I.R. is included here. An explanation of the A.I.R. evaluation procedures plus the State and local level evaluation procedures may be found following the evaluation report.

The appendices to this report are not included because of their bulk. Anyone desiring a copy of the evaluator's full report may obtain it by writing the project director.

AIR-61500-7/77-FR

FINAL REPORT

AUDIT AND EVALUATION OF STAFF DEVELOPMENT ACTIVITIES BASED ON THE COMPREHENSIVE GUIDANCE MODEL OF THE GEORGIA DEPARTMENT OF EDUCATION

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TABLE OF CONTENTS

Page

Introduction 1

Section I: Activity 1 (Audit of GDOE Process Objectives) 2

Section II: Activity 2 (Assessment of GDOE Guidance Model) 4

Section III: Activity 3 (Evaluation of 1976-77 Staff Development Packages) 6

Section IV: Activity 4 (Evaluation of 1975-76 Staff Development Packages) 9

Conclusion 12

Appendices

Appendix A: List of Process Objectives and Indicators A-1

Appendix B: Scale for Rating the GDOE Comprehensive K Through Postsecondary Guidance Model B-1

Appendix C: Participant's Reaction Form C-1

Form for Coordinator's Assessment of Each Participant C-5

Appendix D: Summary of 1977 January Workshop D-1

Appendix E: Checklist for Assessing Staff Development Packages Produced by the University of Missouri E-1

Appendix F: Pre-Module Participant Questionnaire F-1

Post-Module Participant Questionnaire F-4

Appendix G: Individualized Evaluation Suggestions for Seven Districts' Plans to Implement GDOE's Staff Development Packages G-1

Staff Development Plans for Seven GDOE Sites (Cherokee County, Terrell County, Wayne County, Jefferson City, Ware County, Dalton City, Pulaski County) G-3

Appendix H: Survey of Student Reactions to Career Guidance: "Educational Environment," "Human Relations," "Relating with Significant Others," "Individual Advisory System" H-1

INTRODUCTION

This document represents the final report of a study entitled: "The Audit and Evaluation of Staff Development Activities Based on the Comprehensive Guidance Model of the Georgia Department of Education (GDOE)." The federal funding source for the Georgia model (their project: "The Conceptualization, Development, and Implementation of a Comprehensive Guidance Model") required that an outside evaluation be made of project activities to determine the extent to which these activities carried out the intent of the project; the American Institutes for Research (AIR) was contracted to make this evaluation.

This, the final report of the AIR project, is divided into four major sections. Each section describes a major activity in the evaluation. The discussion of each activity is organized into four parts: the objective of the activity; steps that AIR took to meet the objective (AIR pursuits); the results of these efforts; and recommendations derived from the AIR efforts and results.

A concerted effort was made to write a concise body for this report. For this reason, an extensive appendix accompanies the report. It contains material pertinent to the report. All other material which was prepared for this contract (such as small reports, data on workshops, etc.) has been or is being submitted to GDOE under separate cover; references to this material are made throughout the report.

SECTION I: ACTIVITY 1

(AUDIT OF GDOE PROCESS OBJECTIVES)

Objective:

The objective of Activity 1 was to conduct an audit of the degree to which the GDOE project has met its process objectives (i.e., has implemented what it proposed to do) over its two-year project (1975-1977).

AIR Pursuits to Meet that Objective

1. AIR drafted two sets of objectives and indicators: Set 1 was derived from the GDOE original proposal; Set 2 was derived from the GDOE management timeline.
2. The two sets of objectives and indicators were submitted to and approved by GDOE staff in a joint GDOE-AIR meeting.
3. It was agreed that GDOE staff would collect and report evidence on at least one set of objectives and indicators.

Results

The GDOE staff decided not to use the objectives derived from the management timeline as they did not feel these objectives had been met. This timeline also did not tap the heart of the project.

Instead, GDOE chose the set of 50 objectives culled by AIR from the original proposal for the project. (See Appendix A.) AIR personnel chose objectives from the proposal which they felt were basic to the purpose of the project and were measurable in terms of some realistic indicators. By examining whether these objectives had been met, the GDOE staff could measure the degree to which the process objectives of their comprehensive career guidance project (K-14) had been achieved.

The original evaluation of the degree to which the objectives had been met, as specified in the Work Statement, was to be based on the achievement of each objective in one of three terms: achieved on time, achieved but late, not achieved. Proof of achievement was to be documented through the mails, by phone, or via an additional site visit. As this plan proved unfeasible due to time pressures and funding limitations, the GDOE project monitor took it upon himself to make a critical review of the 50 objectives.

In his review, undertaken toward the end of the project, the monitor organized his comments into three sections. The first section duplicated the list of 50 objectives compiled by AIR. The second, and most significant section, expounded on whether and to what degree each of these objectives had been met. The third documented statements made in the preceding section.

According to the monitor's perceptions, almost all of the 50 objectives have been met. Exceptions include these objectives: 4 (a change in project plans); 25 (item implemented differently); 28 (rather than establish objectives, project coordinator asked to prepare PERT chart); 33 (little done toward accomplishing this objective); 40 (college and university personnel substituted for on-site consultants); and 41 (ongoing work on this objective). Considering that all but six objectives have been met, it can be shown that at least on the basis of their self-assessment, the GDOE project has met its process objectives over the 1975-1977 schedule.

Recommendations

Very few recommendations can be made in reference to this objective. Even though evidence on the objectives was not gleaned in the manner originally specified in the Work Statement, the indicators for the 50 objectives were documented and verified. It is recommended that the review written by the project monitor be used as a model for the conception and administration of this kind of project.

SECTION II: ACTIVITY 2

(ASSESSMENT OF GDOE GUIDANCE MODEL)

Objective

The objective of Activity 2 was to make an assessment of the GDOE Comprehensive K through Postsecondary Guidance Model.

AIR Pursuits to Meet that Objective

1. AIR and GDOE brainstormed criteria to be used in judging a written description of the proposed comprehensive guidance model. Final criteria were selected by GDOE.
2. AIR developed an instrument based on the selected criteria. For each accepted criterion variable, AIR developed five scaled data points with behavioral items for at least three points on each scale. The instrument was critiqued by GDOE. (The instrument appears as Appendix B.)
3. GDOE supplied their own description of the guidance model (called "The Georgia Comprehensive K-14 Career Guidance Model").
4. Using the AIR instrument, three AIR staff members made independent ratings of this model.

(5. Additional ratings of the model will be made by the Georgia staff.)

Results

The averaged AIR ratings of the GDOE Comprehensive K through Postsecondary Guidance Model can be summarized as follows for each of the instrument's variables [scale: 1 (low) - 5 (high)]:

A. Target Population: 2.3

B. Purpose: 3.7

C. Theoretical Basis: 2.5

D. Comprehensiveness:
   - coverage of grade levels: 4
   - sequencing of learning: 2
   - outcomes for school leavers: 1

E. Needs Assessment Data Base
   - needs identified through a student/adult survey: 2.3
   - needs identified through staff survey: 2

- needs identified through data, literature review, or professional judgment: 2.3
- needs identified by experts: 3.7
- extent of methods to use needs assessment: 3.3

F. Staff Development

- extent of methods to delineate staff tasks: 3.3
- degree of assessment of staff current competencies: 1.3
- extent of methods to assess staff current competencies: 1
- degree identifies staff competencies to implement model: 3
- degree provides training so staff can acquire competencies: 3
- extent of method for training staff in competencies: 4.7

G. Program Implementation

- specification of ideal schedule: 4.3
- specification of ideal set of procedures: 4.0
- suggestion of resources needed for implementation: 4
- methods suggested for identifying resources: 3.7
- methods suggested for evaluating guidance programs: 4.3

H. Adaptability to Local Settings: 2.3

Recommendations

Although there was variance between the ratings of the three evaluators, some generalizations about the model can be drawn from their evaluations. Certain characteristics need to be more specifically defined in the description of the model, such as the target population (A) or even the theoretical basis (C) which received a mixed rating. Subcategories under major headings which received low ratings also deserve critical examination. In particular, these would include sequencing of learning (D), outcomes for school leavers (D), a number of categories under needs assessment (E), assessment of staff competencies (F), and adaptability to local settings (H). Above all, if one were to gain the maximum benefit from this assessment procedure, it would be wise to have non-AIR persons judge the model in terms of this instrument. It would also be wise for GDOE staff to reappraise all categories which received at least one "1" rating (from either AIR or non-AIR evaluators).

SECTION III: ACTIVITY 3

(EVALUATION OF 1976-77 STAFF DEVELOPMENT PACKAGES)

Objective

The objective of Activity 3 was to make a formative evaluation of five staff development products designed for K-6 (3 modules and 2 training manuals). These products were to be produced by March 1977 and to be pilot tested in training sessions during March-April 1977 with personnel from grades 1-6. For use in this formative evaluation, AIR was to develop three instruments: a Checklist for Assessing Staff Development Packages, a Participant Reaction Form, and a Form for the Coordinator Assessment of Participants.

AIR Pursuits to Meet that Objective

1. AIR developed drafts of the three instruments specified above.
2. The Participants' Reaction Form and the Form for the Coordinator Assessment of Participants (Appendix C) were the key instruments used in a GDOE/University of Missouri workshop held on April 12-13, 1977.
3. AIR tabulated the results of the April workshop and communicated them in a separate report to GDOE personnel.
4. For a January workshop (which also pilot tested products) GDOE has provided a summary statement; this appears as Appendix D. As the June workshop was held late (June 15-16), GDOE is tabulating these results and has released AIR from responsibility to report or to comment on those data.
5. AIR used the Criterion Checklist for Assessing Staff Development Packages in an assessment of two documents: (1) a prototype copy of grades 4-6 Classroom Career Guidance Activities (focusing on Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning) and (2) a training manual entitled "Responsibility in Relating with Children and Parents." (AIR was released from evaluating the remaining three staff development products as they could not be delivered in time for such an evaluation.)

Results

In actuality, therefore, AIR's formative evaluation of the grades 1-6 staff development products consisted of three evaluations:

- an evaluation of a workshop (April workshop)
- an evaluation of a staff development module (for grades 4-6)
- an evaluation of a training manual

The Guidance Workshop of April 12-13, 1977, reviewed in a separate report, was designed to pilot test staff development materials on assertiveness training. The AIR instruments used were a participants' reaction form and a coordinator's form for assessing each participant. The responses to the workshop from the participants were generally favorable. For example, about 50% felt that most of the workshop would be helpful in their work; about 84% felt that the training would be useful to guidance people in general; all participants believed they learned new skills/facts as a result of the training; and almost all planned to use material learned in the training. In their evaluations, the coordinators felt that between 40-50% of the participants made significant contributions to the workshop and that the remainder made average contributions.

Both the staff development module (for grades 4-6) and the training manual were evaluated in terms of a checklist ("Checklist for Assessing Staff Development Packages Produced by the University of Missouri"). This checklist was designed by AIR staff, reviewed and critiqued by GDOE and by University of Missouri staff, and then finalized. The checklist focuses primarily on objectives and content; a copy appears as Appendix E.

The staff development module and the training manual were each given one review by an AIR staff member. In general, the module was more favorably reviewed than the training manual. The module was commended for its formatting, pacing, learning experiences and activities, and overall usefulness in helping participants acquire and practice the competencies. On the other hand, the training manual was less positively evaluated, for reasons such as its introductory material was missing, its goals were not clearly or fully identified, its format was unclear and cumbersome, and its use was not specified.

Recommendations

The results suggest that the January and April Workshops were successful and that the workshop as a means of training staff is a useful medium. The April workshop also reflected constructive and positive use of staff development materials on assertiveness training.

It was unfortunate that all five of the staff development products originally promised were not submitted for evaluation. It is recommended that GDOE acquire some independent evaluators to evaluate the remaining three products (the two modules and the one training manual). The second training manual, in particular, should be examined and compared with comments made on the first manual by the AIR evaluator. Parts of these evaluations which seem justified should be used as a basis for further revision of the manuals.

SECTION IV: ACTIVITY 4

(EVALUATION OF 1975-76 STAFF DEVELOPMENT PACKAGES)

Objective

The objective of Activity 4 was to make a summative evaluation of existing staff development modules (a total of nine 7-12 training products developed in 1975-76) and to evaluate actual training conducted during 1976-77 with personnel from grades 7-12.

AIR Pursuits to Meet that Objective

1. AIR adapted a pre-post module participant questionnaire to four 7-12 modules. (See sample questionnaires in Appendix F.)
2. These questionnaires were administered by GDOE in an October 1976 workshop.
3. AIR analyzed the data from this workshop.
4. AIR adapted the pre-post participant questionnaire to three of the remaining five modules and was released from doing this for the other two since they were not ready for implementation.
5. AIR made a random selection of seven GDOE field test sites; GDOE sent AIR the seven sites' plans to implement staff development modules; AIR outlined possibilities for individualized evaluations of each site's approach.
6. AIR developed a survey of student reactions/student outcomes for each of the four GDOE 7-12 modules.

Results

For the four modules used in the October workshop ("Educational Environment," "Career Planning Skills," "Relating with Significant Others," and "Individual Advisement System"), AIR did a thorough tabulation of data from the questionnaires. For each module outcome, pre, post, and change scores for participants perceptions of their competence and the outcomes were recorded. These questions assessed specific competencies that each module addressed. AIR also did a thorough analysis of responses in the second section of the questionnaire. The section focused on participants' reactions to a module's instructional method, content, coordinator, general approach, and degree of module adaptability to a local setting. Participants were also asked to make extended remarks on the adaptability for training, improvements for future training workshops, useful things learned from the training package, and specific actions one would take as a result of the training.

After examining the scores, it can be generalized that for all four modules, more significant change between participants' pre and post scores was made in the competence area rather than in the importance area. The AIR report also provides tabulation of responses recorded in the second part of the questionnaire and a listing of specific comments from that section.

GDOE later requested AIR to rearrange the above scores from the questionnaires into two new groupings:

1. a regrouping of participants according to their type of site (those from the three model sites; those from the remaining six original sites; and those from the 21 new sites); and
2. a regrouping of participants into three groups which represented three different ways they were handled at the workshop. (These groups are identified as Groups 1, 2, and 3 in the new data analysis.)

These data are reported as a separate document submitted separately to GDOE; no conclusions are drawn.

In January 1977, AIR selected, on a random basis, seven sites that are participating in the Georgia Title III Career Guidance Project. The sites selected included all three model sites, two of the six original sites, and two from the remaining 21 sites. Over the next two months AIR received staff development plans from Cherokee County, Terrell County, and Wayne County (the three model sites); Jefferson City and Ware County (from the remaining six original districts); and Dalton City and Pulaski County (from the 21 new districts). These individual plans appear as Appendix G, introduced by a table which makes suggestions for possible individualized evaluation activities (these suggestions were made by AIR staff).

After reviewing some of the staff and student outcomes in these staff development plans (only two student outcomes were actually specified), AIR staff discussed evaluation possibilities with the project monitor who requested that AIR develop four instruments that would model how student attitudinal outcome data could be collected after the use of a staff development module. The instruments were based on four (7-12) modules developed for the Georgia Department of Education as part of the GDOE project. (Modules include "Educational Environment," "Human Relations," "Relating with Significant Others," and "Individual Advisory System.") In each of the AIR surveys of student reactions, an equal number of negative- and positive-oriented items is provided. The total number of statements varies from module to module, as it was felt that some modules suggested more concrete student outcomes than others. The surveys appear as Appendix H.

Recommendations

In light of the results from the October 1976 workshop, it would appear that much of the 7-12 staff development materials have potential effective use. From the random survey of individual district plans, however, it would seem that the implementation of these staff development efforts is lagging. Districts need to formulate in detail their plans for implementation. In addition, they should give special attention to the ramifications of staff development on students.

CONCLUSION

All specific conclusions drawn from the four components of this study are discussed in the Results and Recommendations parts of this report. In general, Activities 1 and 2 were most fully completed and were carried out most closely according to the intentions of the original Work Statement for the AIR project. Most of the activities for Activity 4 yielded pertinent data or significant instruments. The examination of staff development plans for the seven sites, however, might be called the most disappointing aspect of this activity. It was difficult for AIR staff to develop individualized evaluations for these sites, given the rather sketchy and often incomplete staff development plans.

The least satisfying evaluation was that for Activity 3. This was largely due to the meager data and products made available to AIR (much less than was promised in the original GDOE Request for Proposals and reflected in the AIR Work Statement). If AIR had had data from both the January and June workshops (to supplement that from the April workshop) and five staff development products (instead of three) to evaluate, the AIR staff would have been able to make more penetrating evaluations and more valid generalizations.

On the whole, it can be said that a balanced evaluation was made, revealing the strengths in the GDOE model and also exposing some weaknesses. It is hoped that this AIR evaluation will prove useful to GDOE in the development and implementation of its comprehensive guidance model.

As with staff development, the evaluation of this project had many different sides and many different levels. The types of evaluation performed by S.E.A. and L.E.A. personnel outside the third party evaluation include the following.

1. At the beginning of the project, the sixteen existing sites were evaluated to determine the progress they had made on the 7-12 project. This evaluation was described in the interim report and will not be covered here.
2. Staff development at the local sites was evaluated by the site directors.
3. A formative and summative evaluation of the local project sites was done by consultants with the Guidance Unit.
4. Consultative help provided the three model sites was evaluated by the project directors at the end of the project period.

A further explanation of these four items is enumerated below:

1. In order to determine which of the sixteen original 7-12 project sites would be selected to implement the K-12 project, an evaluation form was produced and each of the sixteen sites was evaluated by means of an on-site visit by consultants in the Guidance Unit. A complete description of the procedures used and the results of that evaluation may be found on pp. 13-14 of the interim report dated June, 1976.
2. An example of an evaluation of staff development conducted at a local site may be found in Appendix U . This evaluation is of a three-day workshop provided by the state project monitor for the elementary counselor and teachers at that counselor's school. The results are recorded on that sheet. A second example of a locally prepared instrument may also be found in the same appendix. This instrument was used during two staff development workshops in Wayne County in the junior high school.
3. On November 3, 4, & 5, 1976 the state level project director, the project monitor and three consultants from the Guidance, Counseling and Testing Unit of the Department did the formative evaluations of the three model sites. Each site was evaluated by a five- or six-man team who spent approximately six hours in the school system interviewing project personnel including the project director, elementary counselor, outreach counselor, paraprofessional, the county school superintendent, school principals, teachers, and students. The results of this evaluation were tallied and each project director was sent a letter outlining commendations and recommendations for their programs. The evaluation schedule, evaluation form used, and the letter sent to one of the project directors may be found in Appendix V .

Evaluators who were not as familiar with the projects as the consultants had difficulty rating systems on a Likert Scale when the items were not adequately described. The new form developed for the summative evaluation proved to be much more satisfactory.

On April 27 & 28 and May 3, the three model sites were evaluated by the same groups of consultants who had performed the formative evaluation using the new form. Because of scheduling problems, the evaluation teams were composed of three to four evaluators for each site instead of six. A copy of the summative evaluation form along with a copy of the letter sent to one of the three sites may be found in Appendix W.

In addition to the evaluations of the three model sites, all of the twenty-seven 7-12 project sites were evaluated by a three-person team. Each team was composed of one person from the Guidance, Counseling and Testing Unit, a college or university professor, C.E.S.A. (Cooperative Educational Service Agencies) personnel or a local school administrator from another system. These evaluations required from 4-6 hours in each case with the evaluation team interviewing counselors, administrators, parents, teachers and students from the system. The evaluation forms used were similar to the form which was used for the formative evaluation of the three model sites. Each of the twenty-seven sites was sent a followup letter outlining the results of the evaluation.

4. Finally, the consultative services provided the three model sites were critiqued in the final reports turned in by the project directors. The project monitor requested this critique so that he could improve his consultative services to systems implementing new guidance programs. The critiques of consultative help in the final reports were all quite different and more or less reflect the personalities of the project directors. It would be difficult to summarize the three differing opinions without changing them beyond recognition. Sections of the final reports from the three project directors are included in Appendix X. The critiques of consultative services compose the final topics addressed by the three directors in each of the reports.

During the visit in October, 1976, Dr. Brian Jones was asked to critique the format and contend of the formative evaluation form. This critique was given consideration and an evaluation instrument provided by Dr. Jones to evaluate another component of the project was adapted and a new evaluation form was developed by the state project monitor for use during the summative evaluation. A number of people who had helped evaluate the twenty-seven 7-12 project sites had pointed out weaknesses in the form previously used.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

A number of conclusions, implications and recommendations can be drawn from a project of this nature. Those listed here are probably the most important out of a list which could be two or three times longer. Keep in mind that these conclusions are the opinions of the project director and monitor of the project and that different conclusions would probably be drawn by someone else.

1. Two years for a developmental educational project of this nature is not sufficient. Three years would probably be better in that it would allow additional time for a thorough evaluation of products and procedures developed. A time span of two years is somewhat short for examination of existing programs and materials, development of new programs, implementation in local systems, and evaluation of what has been implemented.

2. At least six months lead time should be allowed any institution producing materials for a project before an attempt is made to evaluate those materials.

3. In hiring additional staff for a one-year project, as was done in the three model sites, it appears to be most effective to hire someone who is already working in the system and change their job role or title. A total of nine people were hired to staff the projects in Wayne, Cherokee and Terrell Counties. Out of the nine people who were hired, the most successful employees were those people who had worked previously in the system and were given a new job title. This conclusion was drawn from the opinions expressed by the project directors for those three sites.

4. Involve the local project personnel, to the largest extent possible, in planning of meetings, staff development, and evaluation procedures. This technique improves cooperation between the State Department and the local school personnel and also seems to increase the amount of responsibility assumed by local personnel.

5. Formation and utilization of working and advisory committees is an effective way of improving planning of programs and dissemination of information and materials.

6. Local systems seem to appreciate being informed of Department expectations at the beginning of a project rather than being informed at various points during the project. The project director and monitor for this project attempted to do this by preparing a contractual agreement for the local systems which spelled out these expectations. One meeting was held in Atlanta to explain the expectations in June 1976 and subsequent meetings with each of the three model sites were set up in order to make sure that all personnel had a thorough understanding of what they were to do.

58

7. A number of conclusions can be stated about staff development. These conclusions were drawn from discussions with project directors and from their quarterly and final reports.

   a. Staff development should be needs-based. It should be based not only on student perceived needs, but also on expressed staff needs for training.

   b. Staff development seems to work better if teachers are given a choice of whether or not they wish to participate. Rather than forcing all teachers to participate, the more successful systems have started with a team of interested teachers then involved others as the ideas caught on.

   c. Staff development sessions held in the afternoon after a full school day tend to build in poor participation and interest. Options such as hiring substitute teachers for school-day sessions or hold summer workshops seem to be more effective.

   d. The counselor in this program should either lead or help lead staff development activities. In this way, the teacher's perceptions of the counselor are changed so that she is seen as a leader and a resource in case difficulties occur when the teacher is implementing the new strategies.

   e. The counselor should help evaluate the teacher's utilization of new techniques to assure transfer and understanding of methods.

   f. Staff development should be experiential in nature. Most program goals require that teachers undergo a certain attitude change in order to accept the new methods and use them with their students. The staff development procedure followed in most cases with counselors and teachers was to first explain a concept or technique and then have the counselors and teachers experience that technique. Experiential methods seem to be the most effective in changing teacher and counselor attitudes.

NEXT STEPS

Although it may seem somewhat unusual to explain the next steps in a final report of a project which is finished, there are a number of tasks which still should be done to really complete the project and carry on the work which was begun. The following, then, are some of the plans of the project director and monitor to continue the program although funding is no longer available.

1. One step to be taken in the near future will be to watch for any new sources of funding both at the state and federal level to package the materials for systems wishing to adopt/adapt the entire K-14 program.

2. A second step will be to develop or have developed a complete program guide which will explain each step in implementing the program and how to use the many diverse types of materials which have been developed.

3. The guidance model should be redone using the critique provided by A.I.R. in their final report.

4. Look for sources of funds to complete a thorough field test of all materials developed in this project.

5. Disseminate materials to appropriate Department of Education personnel, University and C.E.S.A. personnel.

6. Develop workshops for all counselors in Georgia to inform them of available materials and offer help to those wishing to implement the program.

7. Five systems will be asked to pilot the elementary guidance materials in order to determine how effective they are when used by counselors and teachers.

Paul Vail

Paul Vail, Project Director

Ray Bouchillon

Ray Bouchillon, Project Coordinator

APPENDICES

A	Agenda for the meeting with local site personnel on June 9,1976
B	A contractual agreement from one of the three model sites
C	The Asche Matrix
D	A chart comparing existing programs to the Asche Matrix
E	Objectives from the elementary career guidance program
F	Goal areas from the secondary career guidance program
G	Format for writing elementary activities
H	Student outcome objectives from the secondary program
I	Request for proposal for materials production
J	Topics covered during management meetings with local site personnel
K	Sample pages from an action plan
L	Summary of staff development meetings for the secondary project
M	Agenda for the staff development meeting June 22-25,1976
N	Course guide for the course taught at Pickens Area Vocational-Technical School
O	Agenda for the meetings of the University of Missouri advisory committee meetings
P	Personnel who attended the University of Missouri Working Committee Meeting
Q	Topics discussed during the University of Missouri meetings on November 81 & 19,1976
R	Members of the Georgia Advisory Committee and their titles
S	Career Guidance in Georgia
T	A review of project processes prepared for A.I.R.
U	Evaluation sheet from a local site

V	Form used during the formative evaluation of the three model sites
W	Form used during the summative evaluation of the three model sites
X	Sections from the three final reports which evaluate consultative services
Y	The Georgia Career Guidance Model
Z	A description of the program at one of the three model sites
AA	Secondary resource materials list
BB	Personnel in the thirty sites
CC	An outreach counselor's program description
DD	Job description for the guidance paraprofessional
EE	A program description from one of the three sites
FF	Consultant's checklist for local system visits
GG	The contractual agreement for the Part D systems
HH	Minutes of the meetings of the General Support Committee
II	Needs assessment instruments for K-6 and 7-12

A

AGENDA

MANAGEMENT MEETING FOR PERSONNEL FROM THE THREE MODEL SITES

JUNE 9, 1976

The Year's Calendar

Budget Information

Staff Development Activities

Contracts to be Signed

Objective Writing

Quarterly Reports

Slide-Tape Presentation - "The Career Guidance Center"

Following our meeting today, I would like for you to:

1. Know the basic items to be included in your planning for the coming year;
2. understand how to requisition project funds and how to prepare your budget;
3. have some basic ideas as to how to handle staff development for your system;
4. have a copy of the contract for your system personnel to sign;
5. how to begin writing objectives for your program;
6. know how to prepare your quarterly reports and
7. be familiar with the slide-tape presentation entitled: "The Career Guidance Center" and know how it may be utilized in your system.

B

CONTRACTUAL AGREEMENT BETWEEN THE
CHEROKEE COUNTY SCHOOL SYSTEM
AND THE
GEORGIA DEPARTMENT OF EDUCATION

The Cherokee County School System agrees to participate in the project entitled The Conceptualization, Development and Implementation of a Comprehensive Guidance Project. In exchange for funding from the Georgia Department of Education, the system agrees to perform the tasks listed below.

Systemwide Management Responsibilities

1. The system will agree to hire an elementary guidance counselor through project funds who will serve an elementary school in the county in order to implement career guidance activities in that school.

2. The system will carry out all evaluation procedures specified by the Georgia Department of Education in addition to any locally planned evaluation deemed necessary.

3. The system will employ, through project funds, a paraprofessional to staff the career resource center and serve as a community liaison to perform the duties specified by the Georgia Department of Education.

4. The system will employ through project funds a person to carry out the duties of an outreach counselor.

5. The system will agree to serve as a model for visitors from outside the system to study the processes used in implementing and carrying on the guidance model.

6. The system will agree to form a systemwide guidance committee which will meet regularly and have input as to project procedures. This committee should consist of the counselors, school and community representatives, principals in the participating schools and students.

6

7. An office will be provided for the use of an outreach counselor in one of the schools involved in the project.

8. A log will be kept by participating personnel which will include all activities, staff development descriptions, curriculum changes, role changes and evaluation techniques that are performed as a result of this project. The format for the log of activities will be provided by Georgia Department of Education personnel.

9. A set of student outcome objectives for guidance at each level (K-6), (7-9) and (10-12) will be specified. These student outcome objectives will be developed as a cooperative effort between the local systems and the Department of Education.

10. The system will develop a detailed action plan or task list from which to work. This plan of action will be submitted to the Department of Education for approval.

Elementary Phase

1. The elementary counselor hired through the project will agree to attend inservice sessions conducted under the auspices of the Georgia Department of Education and will in turn provide staff development for teachers in his/her school.

2. The elementary counselor will agree to field test and validate or supervise the field test and validation of elementary guidance packages or units produced as a result of the project.

3. The counselor in the elementary school will assume the role of an instructional leader and will agree to conduct inservice sessions which involve at least 50% of the faculty at their respective schools.

Senior High Phase

1. The senior high school counselor(s) will continue to implement the senior career guidance program currently under development by the University of Georgia and Department of Education.

2. A placement program will be established in the participating schools and one counselor will serve as the project director or counselor coordinator for the project.

3. The senior high will agree to sponsor a community internship program.

4. Space will be provided at the senior high school for a career resource center.

5. The senior high school will prepare a plan for utilization of the center.

6. The counselor in the senior high school will assume the role of an instructional leader and will agree to conduct inservice sessions which involve at least 50% of the faculty at their respective schools.

7. Cherokee County Personnel will work with the adult phase of the guidance model and develop lines of communication and cooperate with the adult counselor hired to work in the area vocational-technical school.

8. The senior high school counselor will participate in staff development activities offered by the Department of Education and will in turn offer staff development activities to their respective schools.

______________________	______________________
______________________	______________________
______________________ Principal(s)	______________________ Counselor(s)
______________________ Superintendent of Schools	______________________ Local Project Director
	______________________ Paul Vail Statewide Project Director

e

Asche Matrix

WORKING MODEL

K-3 A	4-6 B	7-9 C	10-12 D
I. SELF			
Differentiation and awareness of self	1. Development of an effective self-concept	1. Reality testing and clarification of self-concept in vocationally relevant settings	1. Reality testing and clarification of the self-concept in real and simulated work settings
2. Objectification of self before others, i.e. ability to present self objectively to others	2. Continued objectification of self	2. Acquiring a sense of independence and self-determination	2. Assuming responsibility for self determination
3. Acquiring a sense of agency, i.e. personal control over environment	3. Acquiring additional and more complex interpersonal skill patterns	3. Increasing interpersonal skills	3. Increasing interpersonal skills through interaction with adults in the community & youth of different ages and relating to careers
4. Acquiring basic interpersonal skill patterns	4. Awareness of humaness and valuing human dignity	4. Awareness of life styles and their economic implications	4. Awareness of life style preferences
5. Acquiring respect for other people and the work they do	5. Utilization of leisure time activities as feedback source for developing self-concept	5. Relating leisure time preferences to life style	5. Increasing awareness of economic implications of different life styles
II. WORK AND OCCUPATIONS			
1. Acquiring appropriate work habits	1. Awareness of the dominant and co-cultural values of work as related to individual values	1. Developing a work value system	1. Increasing knowledge of and competency in work settings through exploration, participation in simulated and actual work settings and skill development courses
2. Awareness of basic concepts of work and leisure	2. Increasing knowledge about people as workers	2. Acquiring knowledge of occupations and work settings through exploration and participation	2. Increasing knowledge of vocational resources and awareness of vocational paths
3. Acquiring knowledge about and identification with people as workers	3. Awareness of the interrelationships between work roles and leisure	3. Acquiring knowledge of vocational resources	3. Increasing knowledge of economic implications of alternative career paths
4. Beginning awareness of economic factors affecting self, family, school and community	4. Beginning awareness of the role of work in the economy and interrelationships between work roles and the reward system	4. Awareness of career alternatives and their implications, i.e. economic, life style, educational	
		5. Assumption of responsibility for career planning	
III. EDUCATION			
1. Awareness of importance of learning	1. Increasing awareness of subject matter relevancy through application to home, community, and specific worker examples	1. Application of subject matter in a career context in simulation and actual work settings	1. Increasing application of knowledge in simulated and actual work settings
2. Development of a positive attitude toward learning	2. Beginning awareness of educational alternatives	2. Awareness of educational alternatives and relationship to potential careers	2. Increasing knowledge of educational alternatives and relationship to potential careers
3. Awareness of the relevance of subject matter in home and community			3. Development of necessary competencies for continuing education
IV. DECISION MAKING			
[illegible]wareness of choices [illegible]nd their consequences	1. Awareness that one's life is influenced by decision made by self and others	1. Increasing decision-making competency through experience in making basic decisions in both simulated and actual work settings	1. Development of ability to implement realistic post-school decisions
Awareness of basic problem solving techniques	2. Increasing awareness of decision-making processes and their influences on self and others	2. Formulation of educational and career hypotheses and formative evaluation of potential consequences	2. Reformulation and clarification of educational and career hypotheses
	3. Developing competency		

HOW PROGRAMS IN GEORGIA HELP MEET THE GOALS CONTAINED IN THE ASCHE MATRIX

The Asche Matrix, also called the Georgia Career Development Matrix, was developed in 1973 by a group of career education practitioners, State Department of Education personnel and university and college personnel. A group of four people from the University of Georgia, namely Marion Asche, Dick Granum, Alicia Hobbs and Charles Cook took the major responsibility for its development. Many of the tasks within the matrix were derived from the pioneering work of the Career Development Curriculum at the University of Minnesota by W. Wesley Tennyson, Mary Klaurens and Lorraine Hansen.

The matrix has now become one of the foundations on which the Comprehensive K-14 Career Guidance Project is based. One of the major activities described in the proposal for that project is to determine which program in Georgia help students meet the tasks listed on the Asche Matrix. With this in mind, a three pronged approach to the assignment was made.

First, two consultants with the Guidance, Counseling and Testing Unit of the Georgia Department of Education were asked to review the Matrix and describe how the programs with which they were familiar helped students meet the tasks listed. One of the consultants had been given major responsibility for supervision of the "Bread and

Butterflies" television series. The second consultant had been given responsibility for monitoring a 7-12 guidance project which subcontracted with the University of Georgia to develop guidance materials for use by counselors and teachers in grades 7-12.

The second approach to the assignment involved asking members of a General Support Committee formed as part of the K-14 Guidance Project to respond to a form requesting information on their programs.

The third approach taken was to request information from educational personnel in the state. This description of programs and processes is an attempt to put together the information gathered from these three sources.

ELEMENTARY PROGRAMS

One of the major ways that the tasks listed in the Asche Matrix are being met in the elementary schools in Georgia is through use of infusion units by teachers.

Career Education Units were produced in Cobb County beginning in 1970. Liberty and Crisp Counties began producing units in 1972, but these units preceeded the development of the Matrix and if some of the tasks on the Matrix can be met by those units, it is only on a chance basis.

A number of workshops were held around the state during the summer of 1973 and teachers who attended these workshops were

D

asked to prepare units using these tasks as a basis for the unit. The materials which were produced during these workshops ranged from excellent to poor and a mechanism was not worked out for statewide distribution of them. The units produced were only distributed to those who had attended the workshop and on a very limited basis to other people in the state.

Also in 1973, a contract was let to West Georgia College to develop career education units for distribution throughout the state. A number of difficulties arose in this project so that as of this time (February, 1976) the units have not been completed. These units are to be keyed directly to the Asche Matrix, but no one at this time can predict whether the units will be good or bad.

In 1974 the Agency for Instructional Television in a consortium with thirty-four educational and broadcasting agencies produced a fifteen-film series entitled "Bread and Butterflies." A chart which lists the "Bread and Butterflies" films which relate well to the tasks listed on the Asche Matrix in Attachment A of this paper. There is much overlap in some of the films such that one film might cover more than one task and one task might be covered in more than one film.

The goals of the series are listed in the "Bread and Butterflies Curriculum Guide" are quite similar also to those found in the Asche Matrix because the Curriculum Guide was produced by Debera Sharpe, Marion Asche and Dick Granum.

GRADES 7-12

On the seventh grade level, there is a course entitled the "Program of Education and Career Exploration" or P. E. C. E. P. E. C. E. is an across-the-board exploratory program for seventh graders. Approximately 80-100% of students in schools who have the services of a P. E. C. E. Coordinator would be exposed to the course for usually a twelve-week period of time. At present, there is no P. E. C. E. curriculum guide which states the goals and objectives of the program.

Plans have been made to prepare such a curriculum guide this coming summer. After talking with a number of P. E. C. E. Coordinators, the following observations may be made. Nearly every one of the career development tasks listed in the Matrix for grades 7-9 is touched on to some extent by the better P. E. C. E. Coordinators. Once a curriculum guide for P. E. C. E. Coordinators is produced, it will be compared with the Matrix.

D

C. V. A. E. (Coordinated Vocational and Academic Education) is a course which is intended for ninth graders who are identified as potential dropouts. Students enrolled in C. V. A. E. would enroll for the entire year and perhaps only forty students in a school would be allowed to enroll. Materials have been produced recently for use by C. V. A. E. Coordinators in the state which will help students meet the tasks on the Asche Matrix. Attachment B of this paper is a chart which shows how the various materials match up with the tasks. This chart was prepared by Mr. Milton Adams, Supervisor of Work Study and Special Needs Programs, Georgia Department of Education and a group of C. V. A. E. Coordinators.

The University of Georgia is presently preparing materials for use in grades 7-12. There are nine basic goal areas which these materials will address. A comparison of the nine goal areas to the Asche Matrix may be found in Attachment C. Attachment D is a listing of the Priority Goal Areas for University of Georgia Project.

Attachment A

"BREAD AND BUTTERFLIES" RELATIONSHIP TO 4-6 CAREER DEVELOPMENT TASKS (ASCHE MATRIX)

	B 4-6
I. Self	1. Treasure Hunt; Work Means; Me, Myself & Maybe; I Agree...You're Wrong!; Things, Ideas, People, Success Story; The Way We Live
	2. Me, Myself & Maybe;
	3. Me, Myself & Maybe; I Agree...You're Wrong !; People Need People; Treasure Hunt
	4. Me, Myself & Maybe; People Need People; Our Own Two Hands; I Agree... You're Wrong !
	5. The Way We Live
II. Work and Occupations	1. Work Means; Success Story; Things, Ideas, People
	2. Work Means; Treasure Hunt
	3. Work Means; The Way We Live; Treasure Hunt; Taking Care of Business
	4. Treasure Hunt; Taking Care of Business; Success Story
III. Education	1. Treasure Hunt; School and Jobs
	2. Treasure Hunt; School and Jobs; Choosing Changes
IV. Decision Making	1. Treasure Hunt; Decisions, Decisions; Choosing Changes
	2. Decisions, Decisions; Planning Ahead:The Racer
	3. Planning Ahead; Taking Care of Business

MATRIX/PROCESSES & PROGRAMS [illegible] Attachment B

EER DEVELOPMENT RIX KEY C	D	PROGRAMS OR PROCESSES IN PROGRESS Individual Instructional Units for CVAE AND VEAP Programs	MODEL PROGRAMS OR EXEMPLARY SITES	AVAILABLE MATERIALS No. and title of CVAE Unit.	TYPE OF STUDENT POPULATION SERVED
NA				1. What is CVAE?	
C-I-1 C-I-2	D-I-2			2. The Successful Student	
C-IV-1	D-I-2			3. Following Directions	
C-I-2 C-IV-2				4. Fact and Opinion	
C-IV-1	D-III-2			5. Effective Problem Solving	
C-III-1	D-III-3			6. Functional English	
C-III-1	D-III-1			7. Why Study Math	
C-II-2	D-II-1			8. The Job Market and You	
C-III-1	D-III-1			9. How Education Helps Prepare You for the Job	
C-II-2	D-II-2			10. Where to Look for a Job	
C-II-3	D-II-3			11. Selecting a Job	
C-III-1.	D-III-1			12. Filling Out Job Applications	

AREER DEVELOPMENT ATRIX KEY C	D	PROGRAMS OR PROCESSES IN PROGRESS Individual Instructional Units for CVAE AND VEAP Programs	MODEL PROGRAMS OR EXEMPLARY SITES	AVAILABLE MATERIALS No. and title of CVAE Unit.	TYPE OF STUDENT POPULATION SERVED
C-III-1	D-III-1			13. Writing Good Resumes	
C-III-1	D-III-1			14. The Job Interview	
C-I-3	D-I-3			15. The First Few Days on the Job	
C-I-3	D-1-3 D-1-3			16. Attitudes on the Job	
C-IV-1	D-I-2			17. Solving On-The-Job Problems	
	D-III-2 D-II-1			18. Getting Along with Supervisors and Co-Workers	
	D-I-4			19. Acquiring Respect for the Work of Others	
C-II-1	D-I-2			20. Absenteeism: Its Relationship to Work and Advancement	
C-II-1	D-1-2			21. Why People Get Fired	
C-II-2	D-II-1 D-I-5			22. Why Your Social Security Number is Important to You	
C-II-3	D-II-2			23. Job Protections and Benefits	

MATRIX/PROCESSES & PROGRESS CHART

REER DEVELOPMENT TRIX KEY		PROGRAMS OR PROCESSES IN PROGRESS Individual Instructional Units for CVAE AND VEAP Program	MODEL PROGRAMS OR EXEMPLARY SITES	AVAILABLE MATERIALS No. and title of CVAE Unit.	TYPE OF STUDENT POPULATION SERVED
C	D				
C-II-2	D-II-2			24. Paycheck Deductions	
C-I-4	D-I-4 D-III-2			25. Developing Career Goals	
C-I-2	D-I-2			26. Developing Self-Confidence	
C-II-1	D-I-3			27. Developing Values	
C-II-4	D-II-3			28. The Enjoyment of Work	
C-I-2	D-I-2			29. A More Attractive You	
C-I-5	D-I-5			30. You and Your Leisure Time	
C-III-1	D-III-1 D-I-1			31. Emergency Skills	
C-I-4	D-I-4			32. Understanding Your Family	
C-II-2	D-II-2			33. Caring for Young Children	
C-I-4 C-III-1	D-I-4 D-IV-1			34. Managing Your Money	
C-I-4 C-III-1	D-I-4 D-IV-1			35. Banking Services	

MATRIX, PROCESSES & PROGRAMS CHART

AREER DEVELOPMENT ATRIX KEY C	D	PROGRAMS OR PROCESSES IN PROGRESS Individual Instructional Units for CVAE AND VEAP Program	MODEL PROGRAMS OR EXEMPLARY SITES	AVAILABLE MATERIALS No. and title of CVAE Unit	TYPE OF STUDENT POPULATION SERVED
C-I-4 C-III-1	D-I-4 D-IV-1			36. Checks and Checking Accounts	
C-I-4 C-III-1	D-I-4 D-IV-1			37. Credit Buying	
C-I-4 C-III-1	D-I-4 D-IV-1			38. Credit Cards-Their Use and Abuse	
C-I-4 C-III-1	D-I-4 D-IV-1			39. Buying Food	
C-I-4 C-III-1	D-I-4 D-IV-1			40. Buying Clothes	
C-I-4 C-III-1	D-I-4 D-IV-1			41. Meeting Your Housing Needs	
C-I-4 C-III-1	D-I-4 D-IV-1			42. Buying Furniture	
C-I-4 C-III-1	D-I-4 D-IV-1			43. Buying Cars	
C-I-4 C-III-1	D-I-4 D-IV-1			44. Shopping for Insurance	
C-I-4 C-III-1	D-I-4 D-IV-1			45. Advertising and Buying	
C-I-2	D-I-2			46. Your Legal Rights	
C-I-2	D-I-2			47. You and the law	
C-I-2	D-I-2			48. Preparing Your	

MATRIX/PROCESSES & PROGRAMS CHART

AREER DEVELOPMENT ATRIX KEY C	D	PROGRAMS OR PROCESSES IN PROGRESS Individual Instructional Units for CVAE AND VEAP Program	MODEL PROGRAMS OR EXEMPLARY SITES	AVAILABLE MATERIALS No. and title of CVAE Unit	TYPE OF STUDENT POPULATION SERVED
C-I-2	D-I-2			49. Public Services Provided by the Government	
C-II-4	D-II-2			50. You The Solution to Pollution	

Attachment C

GEORGIA CAREER GUIDANCE PROJECT PRIORITY GOAL AREAS
RELATION TO THE K-12 CAREER DEVELOPMENT TASKS
(ASCHE MATRIX)

	C	D
	7 - 9	10 - 12
I. Self	1. II. B, I. C. (V.S.)	1. I. C
	2. I. C	2. III. C
	3. I. B, I. A	3. I. A, I. B.
	4. II. C	4. II. C
	5. II. C	5. II. C
II. Work and Occupations	1. II. B	1. *
	2. *	2. II. B
	3. II. B	3. II. C, II. B
	4. II. B, II. C	
	5. III. C	
III. Education	1. III. B *	1. *
	2. III. B, II. B	2. II. B *
		3. III. B
IV. Decision Making	1. III. A	1. III. A
	2. III. A	2. III. A

* These Career Development Tasks may or may not be covered by the University of Georgia Project depending upon techniques specified in the packages.

ATTACHMENT D

GEORGIA CAREER GUIDANCE PROJECT

PRIORITY GOAL AREAS
AND
DEVELOPMENTAL GOALS

I. INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS A Trust and Intimacy Expressive and Assertive Skills Affiliation and Acceptance	RELATING WITH SIGNIFICANT OTHERS B Parent Relationships Peer Relationships Teacher Relationships	SELF VALIDATION C Confidence Independence Identity
II. WORK AND LIFE SKILLS	DAILY LIVING A Consumer Skills Civic and Community Responsibilities Home and Family Responsibilities	EMPLOYABILITY B Employment Preparation Skills Job-Seeking Skills Occupational/Educational Knowledge	WORK AND LEISURE ENVIRONMENTS C Work Expectations and Responsibilities Recreation and Leisure Interests Work World Structures
III. LIFE CAREER PLANNING	PLANNING SKILLS A Decision-Making Skills Values Clarification and Development Goal Setting Responsibilities	EDUCATIONAL ENVIRONMENT B Study/Learning Skills Participation/Involvement Skills Basic Academic Skills	SELF UNDERSTANDING C Self Appraisal Skills Abilities and Competency Development Personal Development Responsibility

ELEMENTARY COMPONENT GOALS
COMPREHENSIVE CAREER GUIDANCE PROJECT

Human Relations Skills

Goal 5: The students will be able to recognize that their behavior toward others affects others' behavior toward them.

Goal A: The students will be able to demonstruate an understanding of the process of making and keeping friendships.

Goal B: The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

Goal 6: The students will be able to identify socially acceptable behaviors occuring in a group situation.

Relating with Significant Others

Goal D: The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

Goal C: The students will be able to recognize the value and process of establishing an effective relationship with their families.

Self Validation

Goal E: The students will be able to achieve feelings of worthwhileness.

Goal 2: The students will be able to recognize that they can exercise some control over themselves and their environment.

Goal 1: The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

Daily Living

Goal F: The students will be able to identify consumer skills that are used in daily living

Daily Living (con't)

Goal 15: The students will be able to identify the relevance of school subject matter and other school experiences to community, home, leisure, and occupations.

Task Responsibility/Employability

Goal 7: The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

Goal 14: The students will be able to recognize the value (personal rewards) which comes from a task well done.

Goal 19: The student will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

Goal 10: The students will be able to recognize certain personal characteristics that are related to job fields.

Work and Leisure Environments

Goal 13: The students will be able to distinguish between work and leisure time activities.

Goal 4: The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

Goal 9: The students will be able to recognize that all people perform some type of work.

Goal 12: The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

Goal 11: The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

Planning Skills

Goal 3: The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

Goal 17: The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

Goal 18: The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

Goal 20: The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial-and-error" approach to a task.

Educational Environment

Goal G: The students will be able to demonstrate positive study and learning skills.

Goal H: The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

Goal I: The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

Self Understanding

Goal 8: The students will be able to recognize how individual abilities aid in accomplishing different tasks.

Goal 16: The students will be able to recognize that learning occurs in all types of life situations.

Goal J: The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

The numbered goals are derived from the Georgia Criterion-referenced Test for career development.

The lettered goals are derived from the Georgia Comprehensive Career Guidance Project.

GEORGIA CAREER GUIDANCE PROJECT

PRIORITY GOAL AREAS
AND
DEVELOPMENTAL GOALS

I. INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS A	RELATING WITH SIGNIFICANT OTHERS B	SELF VALIDATION C
	Trust and Intimacy Expressive and Assertive Skills Affiliation and Acceptance	Parent Relationships Peer Relationships Teacher Relationships	Confidence Independence Identity
II. WORK AND LIFE SKILLS	DAILY LIVING A	EMPLOYABILITY B	WORK AND LEISURE ENVIRONMENTS C
	Consumer Skills Civic and Community Responsibilities Home and Family Responsibilities	Employment Preparation Skills Job-Seeking Skills Occupational/Educational Knowledge	Work Expectations and Responsibilities Recreation and Leisure Interests Work World Structures
III. LIFE CAREER PLANNING	PLANNING SKILLS A	EDUCATIONAL ENVIRONMENT B	SELF UNDERSTANDING C
	Decision-Making Skills Values Clarification and Development Goal Setting Responsibilities	Study/Learning Skills Participation/Involvement Skills Basic Academic Skills	Self Appraisal Skills Abilities and Competency Development Personal Development Responsibility

(Revised and Final Format)

CHEROKEE COUNTY CAREER EDUCATION ACTIVITY DEVELOPMENT REPORT
(TO BECOME A GUIDE)

GRADE ______ SUBJECT ______________ TEACHER __________

TYPE OF GROUP ________ NUMBER OF STUDENTS ____ PART OF UNIT? ____

If so, name of unit ______________________________

SCHOOL SKILL LIST NUMBER AND TOPIC (NOT CRT) ______________

CAREER EDUCATION OBJECTIVE(S) (CRT) ______________

SUBJECT OBJECTIVE(S) (From school skill list): ______________

SUBJECT MATTER RESOURCES (ATTACH ANY YOU DEVELOPED.)

CAREER EDUCATION RESOURCES (ATTACH ANY YOU DEVELOPED.)

TEACHING APPROACHES (DESCRIBE WHAT YOU DID.) ("WHEN" IS TIME DURING THE YEAR.)

When?	What?	How?

STUDENT EVALUATION METHOD

EVALUATION OF TEACHING (WHAT METHOD; NOT HOW WELL YOU THINK YOU DID)

Notes: Do multiple copies, keep one; give one to Dot; attach one to your log of activities if you wish.

Attach materials if you can spare copies.

H

WHOM WILL YOU DEFEND

Goal: To help student identify with characters of different value systems in a drama and, in speaking for the character, support their own personal values. (This exercise was in response to Ibsen's A Doll's House.)

I. Class Description

This is a twelfth grade English class consisting primarily of college-bound students but homogeneous as to interests and socioeconomic background.

II. Objective

The student will choose a character whose value system he can accept and defend that character's actions against the criticism of other students.

III. Time

About 45 - 50 minutes

IV. Activity

(1) This activity should follow the reading, acting out or listening to of Ibsen's A Doll's House.

(2) Ask for student volunteers who can sympathize with a particular character in the play. Get students to represent each of the characters.

(3) Have these students sit in the center (if desks are in a circle) or at the front of the room if desks are in rows.

(4) A general discussion follows" if a character's actions are attacked by a student, then the student representing that character must defend himself. (Other students may also come to his defense if they wish.)

V. Evaluation

Evaluate by answering such questions as the following either orally or on paper:

(a) Did you change your opinions of any of the characters as a result of this activity?
(b) Did you become aware of any personal values that you did not know you held?
(c) Do you feel that you did a good job of defending your character?

VI. Assessment

This is one of the best ways to develop understanding of the actions of a literary character and their implications. Students become enthusiastically involved. Literature becomes highly relevant.

DOMAIN: Work and Life Skills

GOAL: To help students develop an awareness of their leisure and work interests and expectations along with the responsibilities inherent in each.

OBJECTIVE: Students will be able to identify and describe ten of the business occupations giving qualifications, duties, opportunities, and possible salary of the job.

EVALUATION: Students became more aware and knowledgeable of the business occupations.

LEARNING ACTIVITIES:

1) Students were given a list of eighteen business occupations which included:
   - Office Manager
   - Personnel Director
   - Advertising Worker
   - Data Processor
   - Computer Operator
   - Public Relations Worker
   - Trailer Salesman
   - Bank Teller
   - Receptionist
   - Stenographer
   - Secretary
   - Computer Programmer
   - Bookkeeper
   - Accountant
   - Key Punch Operator
   - Purchasing Agent
   - File Clerk
   - Bank Management
2) Students selected ten of the occupations that appealed to them and searched for the following information:
   a. Qualifications necessary for the job.
   b. Duties of the worker.
   c. Possible salary for the job.
   d. Opportunities in this area.
3) Students talked to people in the area who performed these jobs.
4) Students cut pictures from magazines of people who were performing these jobs.

RELATED SUBJECT: Pre-Communications 7th Graders 26 Students

RESOURCES:
Occupation Outlook Handbook
Cassettes of job occupations
Library resources and materials
People in the community
Magazines

RESULTS: Students became aware of the different business occupations. Library materials were limited in some areas; therefore, students were unable to secure sufficient information.

DOMAIN: Work and Life Skills

GOAL: To help students develop daily living skills which will lead to a more responsible, productive, and satisfying life.

OBJECTIVE: To make students aware of banking services and correct banking procedures including check writing and reconciliation of the bank statement.

EVALUATION: Students got experience in keeping a checkbook and then reconciling the balance in the checkbook with the bank statement.

LEARNING ACTIVITIES:

1) Give each student a Banking is...study guide.
2) Discuss terminology of banking services as:
    a. checking accounts
    b. savings accounts
    c. loans
    d. board of trustees
    e. bank president
    f. magnetic ink characters
3) Demonstrate correct check stub and check register completion. (Use filmstrip assistance and transparencies).
4) Demonstrate steps in writing a check.
5) Use checkbook exercises in study guide plus checkbook prepared.
6) Demonstrate correct way of writing amount less than one dollar.
7) Demonstrate method of voiding a check.
8) Discuss bank statement and cancelled checks returned with bank statement.
9) Reconcile bank statement with checkbook balance.
10) Discuss correct check endorsements.
11) Ask bank representative to come to classroom to discuss banking procedures with students.
12) Representative invited students to tour local bank.

RELATED SUBJECT: Pre-Communications 7th Graders 26 Students

RESOURCES:
Filmstrips and Records
Banking Booklet and Transparencies
Bank Representative and Bank Field Trip

RESULTS: Students enjoyed the banking activities. They particularly enjoyed the visit of the bank representative and the tour of the local bank.

DOMAIN: Work and Life Skills

GOAL: To help students develop employment skills which will lead to a full and satisfying employment.

OBJECTIVE: To learn how to fill out job application forms.

EVALUATION: Students got some experience in completing different kinds of application forms.

LEARNING ACTIVITIES:

1) Discuss different items that may appear on application forms such as:
   a. name
   b. address
   c. telephone number
   d. marital status
   e. type of work desired
   f. number and ages of dependents
2) Point out that all questions do not always have to be answered.
3) Secure different kinds of job application forms and have students practice filling them out. These may be obtained from local firms, employment agencies, or from students' parents who may use application forms in their businesses.
4) Discuss job application forms. Include (a) their purpose and (b) care in filling them out (neatness, following directions, honesty, etc.).
5) Vocabulary study--use the following words and terms in sentences:

job application form
legible
social security number
dependent
firm
previous employer

duplicate
available
work experience
signature
letter of application
hobby

RELATED SUBJECT: Pre-Communications

7th grade
26 students

RESOURCES:

Application forms
True-False questionaire

RESULTS: Students became aware of personal characteristics such as height, weight, color of eyes, references, etc. Many of the students did not distinguish between feet and inches in height.

DEVELOPING SUPPORT SERVICES AND MATERIALS
FOR THE COMPREHENSIVE
K-14 GUIDANCE PROJECT

LETTER OF INTENT

________________________________ College/University intends to submit the following proposal to the Guidance, Counseling and Testing Unit, Office of Instructional Services, for possible funding by October 30, 1976.

__________ This institution will submit a proposal.

__________ This institution will not submit a proposal.

____________________________ will be designated as the contact
(name)
person for further communication with the Georgia Department of Education concerning development of the proposal.

____
Signature
Chairman, Counselor Education Department

____
Date

Please return this letter of intent by September 28, 1976 to:

Paul Vail, Coordinator
Guidance, Counseling and Testing
156 Trinity Avenue, Room 302
Atlanta, Georgia 30303

REQUEST FOR PROPOSAL

DEVELOPING SUPPORT SERVICES AND MATERIALS FOR THE COMPREHENSIVE K-14 GUIDANCE PROJECT

PURPOSE: To develop materials and to conduct staff development training activities at the three model guidance sites and to field test those prepared materials.

STATEMENT OF NEED: There is need both in Georgia and the nation to develop ways in which elementary guidance counselors can work with teachers to help meet the personal and life career development needs of students. It is no longer satisfactory for the elementary counselor to work with students on a crisis-centered, on-call basis, responding to student's problems as they come up. Instead, counselors need to begin working with teachers to help prevent or lessen the number and degree of these problems.

Also in Georgia there is a need to consolidate and improve the guidance services offered to adults. At this time, a number of different programs are offered for adults, but the programs need to be evaluated and possibly consolidated.

Georgia has received a grant through the Commissioner's discretionary funds to develop materials and evaluate these two areas of need. Grants have already been made to three systems in the state to employ elementary guidance counselors. Work has begun on examining the adult counseling programs in the state as they relate to area vocational-technical schools. A great deal more work needs to be done though in order to meet the requirements of the original project proposal. The purpose of this request for proposal is to obtain help to complete that work.

PRINCIPLE RESPONDENTS: Colleges and universities with counselor education programs. Institutions offering proposals must:

1. Have an approved counselor education program.
2. Evidence an individualized approach to career and vocational education.
3. Have a staff of sufficient size to absorb the project workload.
4. Have one staff member who will assume total responsibility for the project. (Please attach vita of assigned staff members).

5. Have participating staff members who evidence an interest in career and vocational guidance. (Must be documented).

NUMBER OF GRANTS TO BE AWARDED: Only one grant will be awarded to provide these services.

FUNDS AVAILABLE: $56,250

CRITERIA TO BE USED IN EVALUATING PROPOSALS FOR FUNDING:

I. Educational Significance

A. Does the proposal address itself to the full development of materials to implement the elementary and adult components of the guidance project?
B. Is there a sound, theoretical and logical base for the approach offered by the proposal?
C. Are the materials transportable to other systems?
D. Will the products developed relate directly to the Career Guidance program model developed for grades 7-12 as described in the Career Guidance in Georgia book?
E. Does the proposal outline ways that the materials will help counselors and teachers meet student's career and self development needs as outlined in the Georgia Career Development Matrix?

II. Soundness of Design and Procedures

A. Are the objectives of the proposal clearly stated?
B. Does the proposal offer enough detail to indicate the college or university's ability to develop and implement the packages called for?

III. Adequacy of personnel and facilities

A. Does the proposal indicate that professional staff will have adequate time and directions to prepare and field test the required components?
B. Does the applicant clearly demonstrate that the institution meets the criteria listed in the PRINCIPLE RESPONDENTS section of this RFP?

IV. Economic Feasibility and Efficiency

A. Can the program objectives be accomplished within the proposed budget?
B. Are the relationships between costs, expected outcomes and importance of the problem discussed?

A special team of readers will review all of the proposals. This review panel will select one project for funding.

ALL RESPONDING COLLEGES AND UNIVERSITIES SHOULD FOLLOW THE PROCEDURES LISTED BELOW IN PREPARING A PROPOSAL.

I. Submit a letter of intent to respond to the RFP to Dr. Paul Vail, Coordinator, Guidance, Counseling and Testing, State Department of Education, Atlanta, Georgia 30303 by September 28, 1976. A copy of this letter of intent is attached to the RFP.

II. Submit your proposal no later than October 7, 1976. The proposal should be based on the specifications in this RFP and the following proposal format.

PROPOSAL FORMAT

A. Title Page

1. The title page should contain the following information.

   a. Project Title
   b. Applicant Organization
   c. Initiated by Whom
   d. Telephone number of that individual in (c) above
   e. The Proposed Project Director
   f. Submitted by Whom
   g. Duration of the Project
   h. Date Transmitted

B. Abstract

There should be a one-page abstract of the proposal.

C. Body of the Proposal

1. The body of the proposal should include the following items.

   a. A statement of the problems and objectives.
   b. A detailed description of how this program will be developed. The proposal should list the steps and tasks required to accomplish the objectives set out in (a) above.
   c. A description of the procedure which will be followed for any sub-contracting required as a result of this project.

D. Personnel and Facilities

1. Provide a job description for the project coordinator and other staff who will be a part of this project.
2. Describe how the various staff who will be working on the project will function.

E. Budget

1. A budget should be prepared which lists the estimated costs of the project divided into major categores. Suggested categories are:

    a. personnel
    b. supplies
    c. equipment
    d. travel
    e. communications

F. Appended Items

1. Items such as letters of agreement with other institutions or cooperating agencies and other appropriate support documents should be attached in an appendix.

THE FOLLOWING DETAILED LIST OF CRITERIA AND OBJECTIVES REPRESENT THE MINIMUM EFFORT TO BE PROVIDED FOR IN ANY PROPOSAL SUBMITTED IN RESPONSE TO THIS RFP.

I. Objectives

A. To develop and adopt/adapt booklets containing elementary career guidance units or activities for each of the following levels: K-1, 2-4, and 5-6. These units or activities should relate to the Life Career Development Model for Georgia as explained in the booklet, Career Guidance in Georgia. A copy is this booklet is enclosed.
B. To develop a process guide which will explain the guidance processes mentioned in (A) above. One process guide should be suitable for grades K-6.

C. To develop staff training packages which can be used by consultants and counselors to train teachers how to use (A) and (B) above.

D. To develop, as part of one of the above packages, a system to determine existing counselor and teacher competencies and a system for developing these competencies once the need is determined.

E. To develop a life career development needs assessment instrument and technique to be used to evaluate the existing adult component at one area vocational-technical school which will serve as a field test site. This instrument and instructional package should be transportable to the extent that it can be later used with other vocational-technical schools in Georgia.

F. To design a comprehensive life career development adult program model which will contain suggestions for updating services offered as a result of the identified needs pointed up as a result of (E) above.

II. Activities, Methods and Procedures

A. The project coordinator will meet with a representative group of elementary counselors to determine a list of essential counselor and teacher competnecies for the delivery of this guidance program.

B. From this list of competencies, assessment instruments will be developed to determine needs at the local level.

C. From the list of competencies, work will be begun on the guidance units, the elementary process guide and staff training packages.

D. A validation system will be developed to determine which processes have caused appropriate changes in student behavior.

E. Training conferences and training packages will be developed to prepare local system personnel to implement the proposed strategies.

F. Although the implementation strategies will be field tested at the three model sites in Cherokee, Terrell and Wayne Counties, the materials developed will be such that they will be suited to use anywhere in Georgia.

G. The institution which receives the grant will be responsible for conducting the field test and validation of the packages.
H. The institution to receive this contract will be expected to deliver a minimum of 100 copies of each of the elementary career guidance unit booklets. It will also be expected to deliver 100 copies of the process guides and the training packages developed.
I. For the adult component of the project, they should outline strategies for evaluating the adult component of the guidance program.

III. Expected Outcomes

By the end of the eight month period, the project staff will produce the following materials.

A. One hundred copies of each of three elementary guidance unit booklets for grades K-1, 2-4 and 5-6.
B. One hundred copies of a process guide to be used in conjunction with the unit booklets.
C. One hundred copies of a staff development training package.
D. One hundred copies of the adult life career development needs assessment package.
E. One hundred copies of an adult life career development program model.

SPECIAL INFORMATION FOR RESPONDENTS

Each proposal must include the following:

A. The delineation of the responsibilities of the program coordinator.
B. A plan for sub-contracting where feasible and necessary.
C. A plan for implementing the needs assessment instruments (for both the elementary and adult component) at the local level.
D. A plan to process, analyze and interpret data obtained from the needs assessment in a form that is useful to local systems.
E. A time line listing in detail the expected delivery dates and planned workshops for local system personnel.

Budget

I. A descriptive budget detail sheet should be included as a part of the proposal. This sheet should support each line item in the budget.

II. The budget should have line items as follows:

- A. Personnel - The salaries and benefits of each person on the payroll should be itemized.
- B. Travel - Should be itemized by personnel positions. Travel must be in compliance with Georgia Department of Education regulations.
- C. Office Supplies
- D. Instructional Supplies
- E. Contracted Services - Itemize by nature of contract, for example, curriculum development, outside printing, staff development, purchased services of specialists, etc.
- F. Other Costs - Define and justify.

A copy of the original project proposal, a summary of the project, a copy of the book, Career Guidance in Georgia and the Georgia Career Development Matrix are included for your information.

For further information contact:

Dr. Paul Vail or
Mr. Ray Bouchillon
Room 302 Education Annex
State Department of Education
156 Trinity Avenue, S. W.
Atlanta, Georgia 30303

Phone - (404) 656-2600

D

TOPICS TO BE COVERED
DURING THE MANAGEMENT MEETING
JUNE 24, 1976

I. The relationship of the Asche Matrix to what we will be doing and what should be done in the local systems
   A. Articulation of the K-6 with the 7-12 program-plans
   B. Suggested uses of the Asche Matrix for staff development and surveys of skills.

II. A system for determining needs of students
   A. In the absence of needs assessment instruments, suggest the following procedures:
      1. look at last year's career development (From CRT) section and determine the objectives on which your students scored lowest
      2. Consider the Asche and Tennyson Matrix for developmental needs
      3. Prepare a survey instrument to determine staff needs for inservice to deliver these objectives
      4. Look at results of staff needs survey and plan staff development

III. Evaluation of materials
   A. Before purchase of items over $50.00, request a 30-day examination copy and evaluated the materials.
      1. Procedures to use in evaluating materials- ask teachers and counselor to use the materials with groups of students and then evaluate them according to a form I will provide.

D

TOPICS COVERED DURING
MANAGEMENT MEETINGS HELD
NOVEMBER 16,1976

I. Positive Focus Exercise- Hawley & Hawley's "People and Places Questionnaire"

II. Evaluation results from the on-site evaluations last week

   A. Please incorporate these results into your action plans for the year and task them out.

III. Announcement about quarterly reports
   A. Request changes in style
   B. Complement them for the quality

IV. Changes on the calendars

   A. Earl Moore is to receive grant to produce elementary and adult materials. There might be a slight change in dates for management meetings and staff development from those scheduled previously.
   B. There will be 3,2-day workshops- one will be in January, one will be in April and the third probably in June.
   C. Any additions or deletions by the group?

V. Preparing a project overview and dealing with visitors

   A. Terrell Co. personnel to show slide presentation ov local project overview
   B. Pamphlets which can be used to introduce visitors to the project

VI. Elementary career guidance units from West Georgia College

VII. Pre-school assessment program (Paul Vail)

VIII. Preparation of action plans for the year
   A. Show them the mimeo sheets-use model
   B. Use handout (Contracts for Local Sites)
   C. Relationship of the spring evaluation to your action plans
   D. Procedures to use in preparing plans

IX. Request for any elementary guidance materials lists

X. Explain the concept of a vertical guidance team
   A. Would it be possible to utilize junior high V.E.G. students with elementary students?
   B. Can this be set up this year in your system?
   C. Consider the possibility of a tutorial program if not VEG

XI. Writing Student Outcome Objectives
   A. Ten objectives per level (Elementary, junior high, high school) required
   B. How to write objectives- Use handout from Mager

XII. Evaluation of this meeting

ELEMENTARY SCHOOL PROJECT SITES
ORGANIZATIONAL MEETING
NOVEMBER 19, 1976
ATLANTA, GEORGIA

Representatives:

Cherokee County	Mimi Jo Butler, Project Director Dot Sosebee, Elementary Counselor
Wayne County	Marie Madray, Project Director Gerrye Jenkins, Elementary Counselor
Terrell County	Jean Goodwin, Project Director
Georgia Department of Education	Ray Bouchillon, Project Monitor
University of Missouri	Earl Moore, Project Director

1. Reviewed workshop dates. Suggested the following:

   January - 26th and 27th
   April - 12th and 13th
   June - 16th and 17th

2. Moore listed staff development workshop topics under consideration.

3. Sites will forward related work under development to project director. Sites discussed their current infusion process.

4. Discussed need for evaluation/competency procedures.

5. Goodwin described arrangements for the January workshop.

D J

TOPICS TO BE COVERED
DURING THE MANAGEMENT MEETING
JANUARY 26 & 27,1977

I. Setting criteria for the objectives already written

II. Check yearly calendars

III. I will need an outline of your staff development for the coming year for A.I.R.
   A. Format to be used
      1. Which 7-12 packages being used
      2. How many hours of inservice training for teachers?
      3. Who is conducting the sessions?
      4. What actually happens in the classroom as a result of your inservice?
      5. How many students are involved?

IV. Arrangements for the next staff development session- teachers will be required.

V. Deal with questions concerning the on-site evaluations

L. E. A. ACTION PLAN

GOAL: (A1)
Wayne County agrees to hire an elementary guidance counselor through project funds who will serve an elementary school in the county in order to implement career guidance activities in that school.

TASKS OR ACTIVITIES	PERSONNEL RESPONSIBLE	TIME FRAME
Meet with superintendent discussing site, personnel and funding of career guidance project.	Project Director	March
Review applications and present available personnel.	Project Director	March
Contact state department and teaching institutions about available personnel.	Project Director	March-April
Present possible candidates creditionals to superintendent.	Project Director	April
Schedule interviews.	Project Director	April
Interview with superintendent and principal possible candidates for position.	Project Director	April
Select with assistance of superintendent and principal an elementary counselor.	Project Director	April

Very good!

L. [illegible]. A. ACTI[illegible] PLAN

GOAL: (A2)
Wayne County will carry out all evaluation procedures specified by the Georgia Department of Education in addition to any locally planned evaluation deemed necessary.

TASKS OR ACTIVITIES	PERSONNEL RESPONSIBLE	TIME FRAME
Attend management meetings as requested by Georgia Department of Education noting evaluation procedures requested.	Project Director	June-June
Review with guidance team needs assessment and evaluation data available enlight of up-to-date data and evaluative processes needed.	Project Director	September, January, May
Outline with project consultant, Ray Bouchillon, processes for evaluations requested.	Project Director	As necessary
Plan an organizational structure with counselors for evaluation process.	Project Director	As needed
Present site administors and teachers involved with plan for evaluation.	Project Director	As needed
Collect, tabulate, and evaluate data received in evaluation	Project Director	Following each process
Present data as gathered to administrators, guidance team, faculty, and State Department of Education personnel.	Project Director	Quarterly or As requested

good!

L. E. A. ACTION PLAN

GOAL: (A3)
Wayne County agrees to employ, through project funds, a paraprofessional to staff the career resource center and serve as a community liaison to perform the duties specified by the Georgia Department of Education.

TASKS OR ACTIVITIES	PERSONNEL RESPONSIBLE	TIME FRAME
Meet with superintendent discussing personnel available and funding of salary through the project.	Project Director	July-August
Review personnel available with principal.	Project Director	August
Schedule interviews.	Project Director	August
Interview with principal candidates for position.	Project Director	August
Select personnel with principal.	Project Director	August
Orient paraprofessional to project, career center and job task.	Project Director	August-September
Plan with state department personnel for consultant session with paraprofessional.	Project Director	August
Determine with paraprofessional a monthly action plan considering the following: 1. Career center management. 2. Student contacts. 3. Teacher contacts. 4. Community contacts. 5. Resources utilized. 6. Materials needed. 7. Evaluative processes.	Project Director	Monthly

very good

L. E. A. ACTION PLAN

GOAL: (A4)
The systems agrees to employ through project funds a person to carry out the duties of an outreach counselor.

TASKS OR ACTIVITIES	PERSONNEL RESPONSIBLE	TIME FRAME
Meet with superintendent discussing personnel available and funding through the project an outreach counselor.	Project Director	May
Contact counselor teaching institutions and state department personnel as to available candidates.	Project Director	May, June
Review applications and present possible candidates' credentials to superintendent.	Project Director	June
Schedule interviews.	Project Director	June
Interview with superintendent possible candidates for position of outreach counselor.	Project Director	June
Select with assistance of superintendent an outreach counselor.	Project Director	June

L. E. A. ACTION PLAN

GOAL: (A5)
Wayne County agrees to serve as a model for visitors from outside the system to study the processes used in implementing and carrying on the guidance model.

TASKS OR ACTIVITIES	PERSONNEL RESPONSIBLE	TIME FRAME
Prepare slide-tape presentation and mimeographed description of project for use with visitors.	Project Director	March-April
Schedule upon request guests visit noting time, date, and number and specialized area of guests.	Project Director	July-June
Inform administration and key academic teachers prior to proposed visit.	Project Director	July-June
Organize visit providing the following: 1. Orientation to the project. 2. Input from academic teachers. 3. Input from administration. 4. Input from the paraprofessional. 5. Inspection of the career center. 6. Discussion period. 7. Hospitality.	Project Director	July-June

very good!

L. E. A. ACTION PLAN

GOAL: (A6) Wayne County agrees to form a systemwide guidance committee which will meet regularly and have input as to project procedures.

TASKS OR ACTIVITIES	PERSONNEL RESPONSIBLE	TIME FRAME
Select with assistance of vocational supervisor, principal and counselors community and student representatives to serve on guidance committee.	Project Director	September
Schedule committee meeting and notify participants of time, place and date.	Project Director	Quarterly or Bi-annually
Organize with co-workers informative program each meeting considering the following: 1. Program overview. 2. Slide-tape presentation. 3. Teacher reaction. 4. Administration input. 5. Funding. 6. Community and school resources. 7. Committee input. 8. Needs assessment and evaluative data. 9. Student response.	Project Director	Per session

A SUMMARY OF THE
STAFF DEVELOPMENT WORKSHOPS
FOR HIGH SCHOOL COUNSELORS
1976 - 1977

DATE	LOCATION	TOPICS COVERED
March 16-18,1976	Macon, Ga.	Project management, the Individual Advisory System (with 16 original sites)
May 6	Macon, Ga.	Introduction to the project for 21 new sites
June 22-25	Macon, Ga.	Human Relations Training for 9 remaining original sites
July 12-15	Macon, Ga.	Human Relations Training for 21 new sites
October 26-29	Atlanta,Ga.	Training for 30 systems-Participants were given their choice of two topics from the following: Educational Environment, Individual Advisory System (Self Understanding), Relating With Significant Others, Life Career Planning
May 19-20,1977	Atlanta, Ga.	Public Relations, Project management, Materials Review, Individual Advisory System

m

AGENDA

June 22-25, 1976

June 22	9:00 - 9:30	Review tasks to be accomplished
	9:30 - 10:30	Format for development of Career Guidance Guide
	10:30 - 10:45	Break
	10:45 - 11:45	Developing a Management Plan & How to Write Objectives
	11:45 - 1:00	Lunch
	1:00 - 3:30	Objective Writing
	3:30 - 4:30	Make Assignments for Human Relations Module
June 23	8:00 - 12:00	Objective Writing
	12:00 - 1:00	Lunch
	1:00 - 4:00	Objective Writing (Review next days activities)
June 24	8:15 - 8:30	Rationale for Human Relations Training
	8:30 - 9:15	Introduction to Human Relations Module
	9:15 - 10:30	Facilitation Skills (Group I)
	10:30 - 10:45	Break
	10:45 - 12:00	Facilitation Skills (Group II)
	12:00 - 1:00	Lunch
	1:00 - 1:30	Human Relations Center (Career Guidance Center)
	1:30 - 3:00	Curriculum-Based Strategies
	3:00 - 3:15	Break
	3:15 - 4:00	Individual Development and System Support
June 25	8:00 - 10:00	Goal Setting and Implementation Strategies
	10:00 - 10:15	Feedback in small group
	10:15 - 10:30	Break
	10:30 - 12:00	Developing an Action Plan, Write Action Plan
	12:00 - 1:00	Lunch
	1:00 - 3:00	Continue Action Plan - Budget, On-Site Visits Staff Development Plans

N

In-Service Course
for
Pickens Area Vocational-Technical School

EVO 600 - Special Problems in Vocational Education

I. General Nature of the Course:

This course is to be taught in conjunction with EVO 610. The purpose will be to assist the typical post-secondary vocational instructor in adding the total dimension of career development to his/her existing occupational skills program. This will be accomplished through a practical, personalized experience in planning, developing and implementing curriculum materials for the affective domain. The students will acquire and demonstrate skills in the following areas: group leadership and facilitation, program management, curriculum materials development, career and personal development, and developing affective career and job behaviors.

II. Objectives:

The specific student objectives for this course are enumerated in this section.

1. Isolate attitudes and worker behaviors that are necessary for continued successful employment.
2. Demonstrate the capacity to use the Taxonomy of Educational Objectives Handbook II: Affective Domain.
3. Assist students in developing long-range career plans.
4. Assist students in developing a repertoire of the interpersonal skills necessary for success in today's job market.
5. Plan and develop curriculum/instructional materials in the affective domain. (This will include developing criteria for the selection of existing materials that may be of use to students in developing affective worker behaviors.
6. Demonstrate classroom management skills conducive to enhancing student attitudes toward work and participation in the labor market.
7. Demonstrate skills in conducting group guidance activities.

III. Course Outline:

A. Isolating student needs

1. Suspected categories of needs

    a. interpersonal skills
    b. employability skills
    c. career planning

2. Developing and implementing needs assessment instruments

    a. types of instruments
    b. interpreting findings

3. Conducting the needs assessment

B. Methods and materials

1. Facilitation skills

2. Group guidance

3. Scheduling and management

4. Curriculum planning

5. Instructional materials development

6. Literature review

C. Practical exercise

1. Establish appropriate student objectives

2. Prepare a curriculum plan

3. Develop or adapt appropriate instructional materials

4. Prepare an evaluation procedure

5. Implement the curriculum plan

D. Formative evaluation

1. Review progress weekly

2. Make enroute corrections

IV. Laboratory Experiences:

This will be a school based course. Pickens Tech will serve as an operating laboratory school allowing the students to try out concepts and materials through its regular day program.

V. Instructional Media:

A variety of commercial and teacher developed media will be used.

Evaluation

Evaluation will be based on the accomplishment of the prestated student objectives and the degree to which each student successfully implements an affective curriculum component in his/her program. Criteria to determine this will be based on the specific affective needs identified for post-secondary vocational students.

Dr. Paul Scot
August 18, 1977

PLANNING FOR CAREER DEVELOPMENT EDUCATION

EVO 610

OBJECTIVES	CONTENT	ACTIVITY
1. Exhibit and demonstrate specific information about career education and career development Sample models Historical development Basic purposes Instructor competencies	CDE A. Components 1. Decision making 2. Problem solving 3. Self Awareness 4. Career Awareness B. Elements 1. Awareness 2. Exploration 3. Skill development 4. Survival skills a. interpersonal b. employability c. career planning Theories of CDE A. Ginzberg 1. Fantasy 2. Tenative 3. Realistic B. Super 1. Self concept clarification 2. Life stages exploration establishment maintencance decline C. Holland Personality	A. Review AV Journals B. Refer to the Resource File C. Lectures D. Group discussions

OBJECTIVE	CONTENT	ACTIVITY
2. Develop and submit a functional definition of career development education for Pickens Tech.	Definitions of career education vs. Career development education	1. Review literature 2. Group discussion 3. Group prepares a definition 4. All groups consolidate definitions into one for the total school...
3. Using the definition developed in objective two, prepare an implementation plan for Pickens Tech. A. Isolate attitudes and worker behaviors that are necessary for continued successful employment. B. Demonstrate the capacity to use the Taxonomy of Educational Objectives Handbook II: Affective Domain. C. Assist students in developing long-range career plans. D. Assist students in developing a repertoire of the interpersonal skills necessary for success in today's job market. E. Plan and develop curriculum/instructional materials in the affective domain. (This will include developing criteria for the selection of existing materials that may be of use to students in developing affective worker behaviors.) F. Demonstrate classroom management skills conducive to enhancing student attitudes toward work and participation in the labor market. G. Demonstrate skills in conducting group guidance activities.	A. The Overall Plan B. The Necessary Materials C. Identify and Acquire the Necessary Teaching Competencies D. Implement the plan	

OBJECTIVE	CONTENT	ACTIVITY
4. Establish criteria for evaluating the "Pickens Tech Career Development Curriculum". A. Process B. Product	A. Clear definition of the process to be used. B. Prepare a specific list of expected products.	A. Establish a procedure for evaluating the program processes. B. Establish a procedure for determining that each product outcome was achieved.

AGENDA

Georgia Advisory Committee Meeting

- I. Project Overview
  - A. University of Georgia 7-12 Project
  - B. Total Comprehensive Guidance Goals (Georgia)
- II. Project Objectives
  - A. Elementary School
    - 1. Infusion Units
    - 2. Methods Guide
    - 3. Staff Development Packages
  - B. Adult/Post - Secondary
    - 1. Needs Assessment Procedures
    - 2. LCD Model
- III. Operational Plan
  - A. Elementary School Component
  - B. Adult Component
- IV. Implications
  - A. Program Development
  - B. Assessment
  - C. Training
  - D. Future Projects

UNIVERSITY OF MISSOURI-COLUMBIA

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UM Advisory Committee Meeting
February 23, 1977
Columbia, Mo.

Members Present

Dr. Gary Fox
Dr. Don Brolin
Dr. Joseph Johnston
Dr. Duane Hartley

Others Present

Dr. John Ferguson, Chairman of CAPS
Dr. John Dagley, University of Georgia

Not Present

Dr. Norman Gysbers
Dr. Frank Wellman

1. The agenda (see Attached) was followed.
2. Dr. Dagley provided information about the 7-12 project.
3. Further contact will be made with individual staff members.
4. An open house was held at Dr. Moore's home later that evening for advisory committee members and project staff.

AGENDA

UM Advisory Committee Meeting

I. Project Overview
  A. University of Georgia 7-12 Project
  B. Total Comprehensive Guidance Goals (Georgia)
II. Product Objectives
  A. Elementary School
    1. Infusion Units
    2. Methods Guide
    3. Staff Development Packages
  B. Adult/Postsecondary
    1. Needs Assessment
    2. LCD Guidance Model
III. Operational Plan
  A. Elementary School Component
  B. Adult Component
IV. UM Relationships
  A. Project Needs
  B. UM Feedback
V. Implications

MEETING NOTES
ELEMENTARY WORKING COMMITTEE
OCTOBER 21, 1976

Members Present:	Mrs. Fran Mullis	Counselor, Gwinnett Co.
	Mrs. Bobby Ott	Counselor, Gwinnett Co.
	Mrs. Jean Goodwin	Curriculum Director, Terrell Co.
	Mrs. JoAnn Morris	Counselor, Clayton Co.
	Mrs. Ann Banke	Counselor, Clayton Co.
	Mrs. Gerrye Jenking	Counselor, Wayne Co.
	Mrs. Dot Sosebee	Counselor, Cherokee Co.

Background Information- Ray Bouchillon

1. Development of the 7-12 project, new materials to be considered, available materials for use in elementary guidance projects
2. Need for articulation between the elementary and adult components
3. Needed materials for K-6.

Development of the Program-Dr. Earl Moore

1. Assumptions: a. Guidance should fit together, K-12, and should be comprehensive in nature.
   b. Programs cannot be fragmented; concerns emerge as basically the same at all levels
2. Development of Materials
   - a. need for leadership training and management
   - b. What should be the direction? How do we fuse guidance activities rather than add them on?
   - c. Materials will probably be for K-1,2-4,5-6.
   - d. What processes, techniques, etc. can be used by teachers and counselors?
   - e. How can we work with parents?
   - f. Is a process guide needed?
   - g. What inservice materials are needed in critical areas?
3. Input needed
   - a. Goals and activities for the guide
   - b. Processes which facilitate achievement of goals
   - c. Critical areas for staff development
4. What's going on in each county represented? (Participants were asked to brainstorm the types of work they did-see the next page.)
5. Critical areas of inservice training
   - a. group discussion skills
   - b. packaged materials available
   - c. student needs assessment at the elementary level
   - d. staff needs assessment
   - e. management needs and public relations
   - f. infusion strategies
   - g. resource persons, field trips, role playing
   - h. classroom management
   - i. working with parents
   - j. testing and diagnosis
   - k. study skills and testing skills

P

TYPICAL ELEMENTARY COUNSELOR ACTIVITIES AS LISTED DURING THE OCTOBER 21st. MEETING

1. Testing
2. Classroom input
3. Dealing with crisis situations
4. Working with parents
5. media management
6. records
7. working with an advisory committee
8. orientation
9. classroom guidance
10. counselor meetings
11. small group work
12. adult work
13. parent volunteer programs

EXECUTIVE COMMITTEE MEETING
NOVEMBER 18, 1976
ATLANTA, GEORGIA

All Members Present:

Dr. Gay Whitlock - University of Georgia
Dr. John Dagley - "
Dr. Norma Gysbers - University of Missouri- Columbia
Mr. Ray Bouchillion - Georgia State Dept. Of Education
Dr. Earl Moore - University of Missouri - Columbia

1. The project objectives and products to be produced were reviewed.

2. The operational procedures and projected implementation plan were discussed.

3. The relationship between this project and the 7-12 project (University of Georgia) was described.

4. Potential members for the Georgia Advisory Committee were discussed.

5. The future meeting date for the next Executive Committee was left open, But it was agreed that it should be held in Missouri.

R

Comprehensive K-14 Guidance Project April 14, 1977

AGENDA

Georgia Advisory Committee Meeting

I. Project Overview
  A. University of Georgia 7-12 Project
  B. Total Comprehensive Guidance Goals (Georgia)
II. Project Objectives
  A. Elementary School
    1. Infusion Units
    2. Methods Guide
    3. Staff Development Packages
  B. Adult/Post - Secondary
    1. Needs Assessment Procedures
    2. LCD Model
III. Operational Plan
  A. Elementary School Component
  B. Adult Component
IV. Implications
  A. Program Development
  B. Assessment
  C. Training
  D. Future Projects

CAREER GUIDANCE IN GEORGIA

The concept of career guidance, and the projects which are operating to deliver these services, are based on a number of premises which are:

--Schools should address the guidance needs of students with a life career development perspective. This means that an approach must be used which recognizes the various growth stages one experiences throughout his life.

--In order to deliver the required services to students, a team approach, consisting of school personnel, is necessary.

--Guidance can no longer be perceived as a function solely of the counseling staff. Guidance must become an integral part of the curriculum rather than a support service.

--A guidance project/program must be based on the assessed needs of students, teachers and persons from the community in that order of priority.

--Each student in the school needs someone in the school who is responsible for helping plan his/her experiences.

--A sound liaison must be established with the community through open communication, active involvement and cooperative effort.

--In order to improve guidance and, subsequently, student career planning behavior, school personnel must receive training in the latest career guidance materials and methods.

--In order for students to adequately plan their futures, or careers, up-to-date, accessible information must be made available to them.

--Along with having this readily obtainable information, students must be taught how to process it.

The next section of this paper outlines the major components of a career guidance project/program which serve the purposes stated above.

MAJOR COMPONENTS
OF A
CAREER GUIDANCE PROJECT/PROGRAM

Needs Assessment

This involves student, staff and community with emphasis on student data. A number of instruments can be, and have been used: the Career Maturity Inventory, the Assessment of Career Development and the Georgia Career Guidance Card Sort. The latter instrument has been found to be quick, concise and acceptable to those using it. The Card Sort is recommended to those anticipating involvement in a project.

Program Planning and Development

This requires the involvement of a corps, or team, of teachers, counselors and administrators who study and rank by priority the needs data; identify goal areas (drawn from the Georgia Career Guidance Goal Areas) based on need priorities; recognize existing program gaps; assign tasks to staff; plan staff development based on student and staff needs; prepare specific student and staff objectives; and oversee and facilitate the implementation, through infusion of the objectives.

Determining who, does what, to whom, when is one of the biggest problems to be dealing with. To manage this will require extensive cooperative planning; open communication and constant supervision.

Staff Development

This will involve 20-30 percent of the faculty and will be implemented on a continuous basis. Topics to be covered are chosen based on priority needs and goals. As staff task assignments are made, skill needs are established. Staff development programs to be of greatest efficiency will consist of approximately four hours after school per month throughout the year. Some summer training is usually done also prior to actually beginning the project. Content of the training is based on skill needs of staff in terms of task assignments.

Faculty participating in staff development may receive a stipend, course credit or State staff development units (SDU's). The SDU's are used to renew certification.

Some faculty members will become involved in staff development simply out of interest and dedication.

A number of resource packages have been developed for use in staff development programs. These include topics such as human relations training, employability skills and daily living skills. These packages which are in use by all the projects are highly recommended for school training programs.

One important fact to remember is that all the staff development that needs to be done cannot be done in one school or calendar year or even an 18-month period. As a result, much of the outcome evaluation during the first year or so, and the resulting data, pertains to staff training and development.

Career Guidance Center (CGC)

This facility, which is the "nerve center" for a project, is centrally located with easy student access and is similar in size to a classroom. The CGC is used for activities such as the following individual and group information searches by students, presentation to students by community representatives, student discussion groups on topics such as parenthood, career planning, peer conflict.

The CGC houses materials and equipment to be used specifically for occupational, educational and self awareness and planning activities. These materials are cross catalogued with those in the media center and those which are available through programs such as the Program for Education and Career Exploration (PECE). All purchases of materials are based on student and staff needs.

Placement in paid and non-paid work experience sites also takes place through the CGC. This function, along with the materials center one, obviously requires much cross-program coordination. The placement activities and the visits to the school by community representatives, along with field trips by students necessitate a strong community liaison,

The CGC is a busy, flexible facility which can, and often does, accommodate a number of activities simultaneously. It is staffed in most cases by a paraprofessional who is trained to implement a number of tasks which occur in and around the CGC.

Budget

In planning the budget for a career guidance project/program, provisions should be made for the following: purchase and scoring of needs assessment and evaluation instruments, materials for student and staff utilization, equipment for student and staff utilization, some renovation of room modifications, staff development (stipends, etc.), printing, travel, contracted services, salaries (part-time).

Budgets should reflect efforts toward combined funding, i.e. State and local staff development funds; Title IV-C funds; Part D, Vocational Education funds. All purchases should be made in light of student and staff needs and objectives for the program. Actual expenditures will approximate $10,000 the first 18 months of operation with only paraprofessional salaries, if any; some staff development and small materials expenses during subsequent years. These expenses after the initial start-up costs will vary with salaries requiring the greatest amount of support.

Evaluation

As plans for the program are developed, means of evaluating the extent to which activities and components of the project (process) have been realized and the effect on student behavior of these activities should be included. Specific objectives are written for all activities. Plans include the use of a standardized instrument such as the Career Maturity Inventory or the Assessment of Career Development in a pre/post activity manner in order to detect changes in student attitude, behavior or knowledge.

Questionnaires, surveys, interviews and standardized instruments are used to determine the effects of processes or procedures. Some "side effects" or "fringe benefits" might be reduced absences, fewer dropouts, improved grade averages and fewer disciplinary porblems.

Specific outcome, or performance, objectives are also written for each task and criteria set for determining achievement of the task. For example, if the objective is to improve classroom climate, level of responses by students on a questionnaire pertaining to the atmosphere in the classroom, could be used for determining if the predetermined criterion is reached.

The following section consists of the priority goal areas mentioned earlier. These goals serve as a guide upon which a project bases its strategies for operation. Since a "staff development" approach is being used in the implementation of these career guidance projects/programs, resource or traiing packages for in-service with teachers have been developed in each of these goal areas.

(REFER TO GOAL AREA CHART ON NEXT PAGE)

INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS	RELATING WITH SIGNIFICANT OTHERS	SELF VALIDATION
	Trust and Intimacy	Family Relationships	Confidence
	Expressive and Assertive Skills	Peer Relationships	Independence
	Affiliation and Acceptance	Teacher/Adults Relationships	Identity
WORK AND LIFE SKILLS	DAILY LIVING	EMPLOYABILITY	WORK AND LEISURE ENVIRONMENTS
	Consumer Skills	Employment Preparation Skills	Work Expectations and Responsibilities
	Civic and Community Responsibilities	Job-Seeking Skills	Recreation and Leisure Interests
	Home and Family Responsibilities	Occupational/ Educational Knowledge	Work World Structures
LIFE CAREER PLANNING	PLANNING SKILLS	EDUCATIONAL ENVIRONMENT	SELF UNDERSTANDING
	Decision-Making Skills	Study/Learning Skills	Self Appraisal Skills
	Values Clarification and Development	Participation/ Involvement Skills	Abilities and Competency Development
	Goal Setting Responsibilities	Basic Academic Skill	Personal Development Responsibility

ACTIVITIES IMPLEMENTED THROUGH A CAREER GUIDANCE PROJECT/PROGRAM

Through the various components and processes mentioned earlier, activities such as the following will take place:

1. Teacher in-service training which varies in time from one day to nine months and varies in subject matter from self exploration to daily living skills.
2. Teachers and counselors cooperatively leading group exercises on topics such as values exploration and decision making.
3. Students participating in discussion/activity groups on topics such as conflicts with parents, decision making and consumer skills in classes and in the Career Guidance Center (CGC).
4. Students obtaining avocational, occupational and educational information, as individuals and in groups, in the CGC or in classes.
5. Students exploring occupational or educational interests through visits to the school by community representatives or through visits into the community by students.
6. Students being assigned a teacher/advisor who will follow the student's progress throughout his school career.
7. Faculty members referring students to the CGC as individuals or in groups for information searches or work on topics relating career guidance and traditional subject matter.
8. Teachers being trained in the use of and, in turn, utilizing career guidance concepts, materials and methods in their classes.
9. Representatives from business, industry and government agencies making presentations on the vocations and avocations to students in the CGC and in classes.

10. Students being placed in various work experience settings, paid and non-paid, through the CGC.

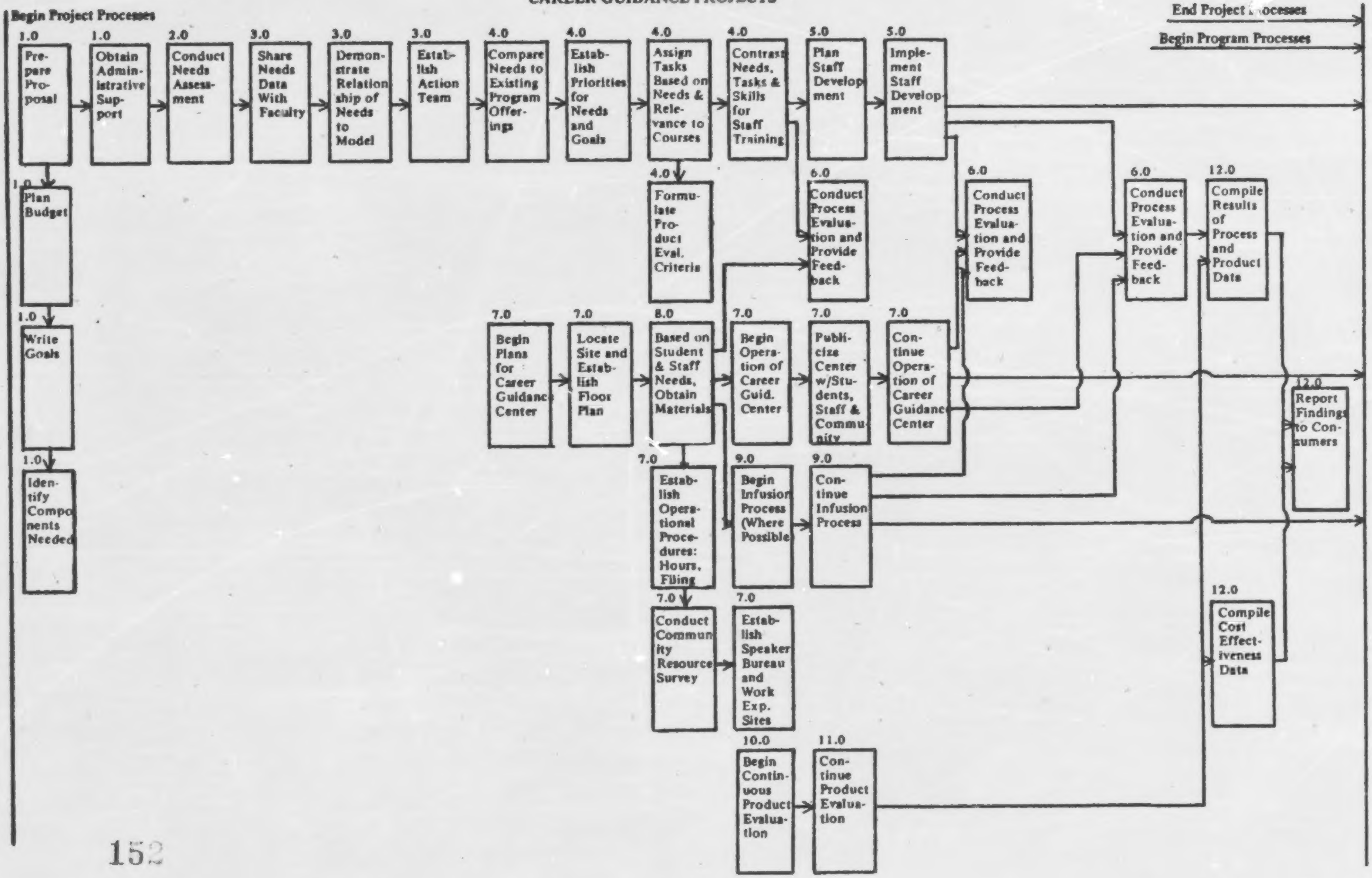
OUTCOMES
OF A
CAREER GUIDANCE PROJECT/PROGRAM

1. The needs of a greater number of students are serviced through this curriculum-based approach.
2. Students, staff and community have input into the program through expressing their needs and by working together to address these needs.
3. Both the community and school achieve higher levels of visibility and credibility with each other and with students.
4. Cases of improved teacher and student morale have been reported.
5. Attendance has improved in some classes which have been a part of the project.
6. Teachers, administrators and parents have experienced new insights into student needs and concerns.
7. A cooperative effort among teachers in various disciplines and grade levels has begun where little occurred previously.
8. Teachers understand, are "sold" on, and utilize career education/development methods and materials to a much greater degree.
9. Participating school systems now have access to materials and methods which they heretofore did not.
10. Staff development programs are being supplemented or revitalized where little in-service activity was taking place.
11. There is some evidence that students involved in project activities show improvement in the areas of self understanding and self confidence, career planning skills and attitudes toward work.
12. At the State level project efforts have facilitated, if not necessitated, cooperation among programs. A synthesis of funding sources has also been effected.

CHRONOLOGY
OF
BASIC MANAGEMENT PROCESSES
FOR
CAREER GUIDANCE PROJECTS

The following chart illustrates those procedures, or processes, which are basic to the operation of a career guidance project. They are not intended to be exhaustive or inclusive since many of those listed can be detailed further. The purpose of this chart is to demonstrate the sequence which occurs in most cases during the actual project operation. As shown on the chart, some procedures take place simultaneously. It should be recognized that the 18-24 month period of "project" orientation should graduate into a "program" orientation since such processes as staff development, infusion and evaluation should continue long after the "project" has ended.

CHRONOLO OF BASIC MANAGEMENT PROCESSES FOR CAREER GUIDANCE PROJECTS

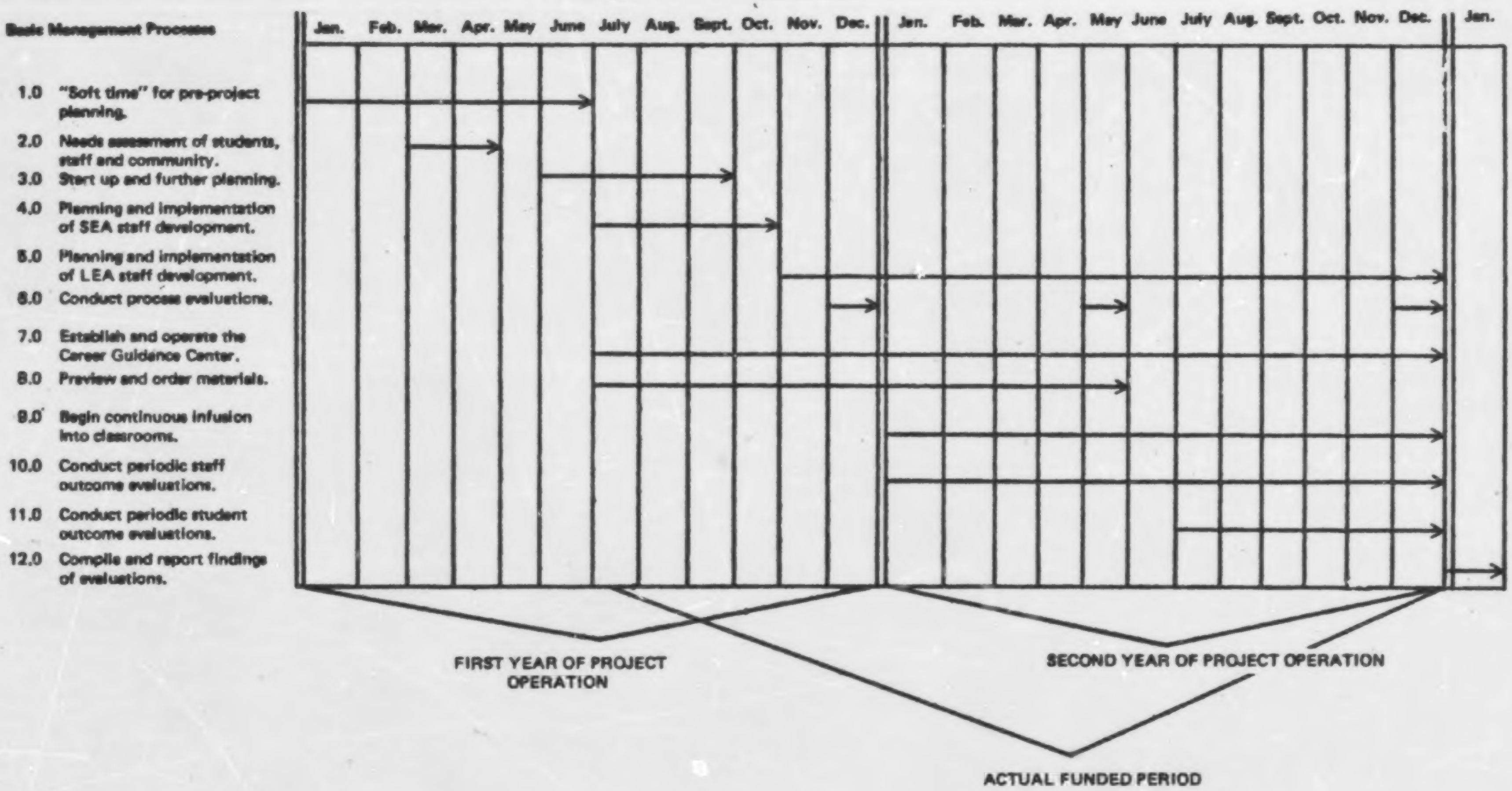

Begin Project Processes
End Project Processes
Begin Program Processes
1.0 Prepare Proposal
1.0 Obtain Administrative Support
2.0 Conduct Needs Assessment
3.0 Share Needs Data With Faculty
3.0 Demonstrate Relationship of Needs to Model
3.0 Establish Action Team
4.0 Compare Needs to Existing Program Offerings
4.0 Establish Priorities for Needs and Goals
4.0 Assign Tasks Based on Needs & Relevance to Courses
4.0 Contrast Needs, Tasks & Skills for Staff Training
5.0 Plan Staff Development
5.0 Implement Staff Development
1.0 Plan Budget
1.0 Write Goals
1.0 Identify Components Needed
4.0 Formulate Product Eval. Criteria
6.0 Conduct Process Evaluation and Provide Feedback
6.0 Conduct Process Evaluation and Provide Feedback
6.0 Conduct Process Evaluation and Provide Feedback
12.0 Compile Results of Process and Product Data
7.0 Begin Plans for Career Guidance Center
7.0 Locate Site and Establish Floor Plan
8.0 Based on Student & Staff Needs, Obtain Materials
7.0 Begin Operation of Career Guid. Center
7.0 Publicize Center w/Students, Staff & Community
7.0 Continue Operation of Career Guidance Center
12.0 Report Findings to Consumers
7.0 Establish Operational Procedures: Hours, Filing
9.0 Begin Infusion Process (Where Possible)
9.0 Continue Infusion Process
7.0 Conduct Community Resource Survey
7.0 Establish Speaker Bureau and Work Exp. Sites
12.0 Compile Cost Effectiveness Data
10.0 Begin Continuous Product Evaluation
11.0 Continue Product Evaluation

RECOMMENDED TIME LINE
FOR
CAREER GUIDANCE PROJECTS

This time line corresponds to the preceding chart of process and places them in an actual time perspective.

Attention should be given to the following points: Some unfunded, "soft", or pre-project time will be required; the actual funded period will approximate 18 months in most cases; outcome data will consist primarily of staff performance and affect in the beginning with student data becoming more available during the "second" year of operation; orientation from a funded "project" to an operating "program" should be realized around January of the "third" year.

RECOMMENDED TIME LINE
FOR
CAREER GUIDANCE PROJECTS



OBJECTIVES PREPARED BY A.I.R. FROM THE ORIGINAL PROPOSAL	INDICATORS THAT THE OBJECTIVE HAD BEEN REACHED (SPECIFIED BY A.I.R. AND S.D.E.	DESCRIPTION OF THE EXTENT OF ATTAINMENT OF THE OBJECTIVE (PREPARED BY STATE PROJECT MONITOR)
1. To develop a K through post-secondary comprehensive guidance model	An outline, draft, or complete description of said model	A draft of the description of the guidance model is contained in the third section of this paper
2. To develop a model based on identification of goals, curriculum-based activities, community involvement, competency-based approach to staff development, and use of statewide assessment activities.	Evidence of each of these in model	See model description, Appendix Y
3. To develop the initial student objective (emanating from matrix, from goals for education, and from needs identified by students, parents and school personnel)	A written objective; evidence that objective emanated from above sources	Initial student objectives were developed from several sources. Objectives for the elementary component were developed from two sources, namely the Asche Matrix and the University of Georgia Goal Statements. Thirty objectives have been written from these two sources; twenty from the Asche Matrix and ten from the University of Georgia Goals. The objectives taken from the Asche Matrix were modified so that they would correspond to the twenty objectives measured by the Georgia Career Development Criterion-Referenced Test, fourth grade level. Ten objectives were selected from the University of Georgia Goal areas in order to assure the continuity of the different levels (K-6, 7-12, 13-14) of the project. A copy of the thirty elementary objectives may be found in Appendix E. A copy of the nine goal areas identified in the University

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		of Georgia project may be found in Appendix F. The goal areas and needs assessment instruments used in the University of Georgia project were applied initially to the Adult Guidance Model. Appendix C. contains a copy of the Asche Matrix.
4. To determine the process objectives and the delivery system(s) for each	Written delineation of process objectives and appropriate delivery systems (should bridge gaps in current processes and distinctly articulate processes)	Early in the project, it was decided that process objectives would not be written for each of the initial student objectives. Instead, product objectives were written for both the K-6 and 7-12 components of the project. In the K-6 portion of the project, workshops were held at the local level, conducted by both college personnel and S.D.O.E. personnel where student outcome objectives were written and then classroom activities were matched to these objectives. All three model sites conducted inservice sessions where teachers selected from the objectives and wrote up their own activities to help students achieve one or more of them. A copy of the format for writing up these activities may be found in Appendix G. This format is from the Cherokee County site where an instructor from Georgia State University and a consultant from the S.D.E. conducted inservice sessions. In the 7-12 phase of the project, nine systems were asked to prepare student outcome objectives from the University of Georgia Goals (Appendix F). In most of the nine

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		systems, teachers and counselors wrote these objectives and then prepared descriptions of classroom activities (and overall program activities which would help students achieve these objectives.) A sample of these objectives and activity descriptions may be found in Appendix H. Because of a late start in the Adult component of the project, student outcome objectives have not been written, but the same plan is to be used at the vocational-technical school for staff development as the plan used in the elementary and high school components.
5. To determine the effectiveness of the identified delivery systems	Proof that each has been validated through a formative evaluation procedure	The evaluation of the effectiveness of the delivery system is being done in several different ways. First, the elementary workshops which are being conducted by the University of Missouri and the S.D.E. were evaluated by use of evaluation instruments provided by A.I.R. Instruments prepared by the University of Missouri are also being used during these workshops. These are the workshops which were held on January 26 & 27, April 12 & 13 and the workshop planned for June 15 & 16, 1977. These workshops were held for the elementary counselors from the three model sites in addition to a group of teachers from one of the model sites. Counselors from two other systems in Georgia have also participated

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		in these workshops. Once these counselors return to their local sites, they in turn provide inservice training for the teachers in their schools. Evaluation of this step is done in a more informal manner in that the counselors visit classrooms where the teachers are conducting activities related to the staff development and provide feedback to the state level consultant on the relative success of transfer to the classroom. A sample workshop evaluation instrument for one elementary workshop may be found in Appendix U. The same type of process is used in the 7-12 project. Teacher made evaluation instruments are used in both the K-6 and the 7-12 to evaluate the success with students.
6. To identify delivery system gaps between useful programs and processes that do not have an appropriate delivery system and to provide for the development of the missing delivery components	Written identification of delivery system gaps; plans for developing missing components or proof of development of components (by G.D.E. and University of Georgia	In order to achieve this objective, the Asche Matrix was examined by the state level coordinator of the project. By working with two other consultants in the Department, a summary of various programs and which developmental goals were being met by existing programs was prepared. A copy of this comparison may be found in Appendix D.
7. To develop and implement the elementary school component	a. Assuring coverage in all grades (by comparing materials and systems developed to the Ashe Matrix	To accomplish this objective, first the sixteen original systems which had implemented the 7-12 project beginning in 1975 were subjected to a thorough

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	b. Successful operation of component in three elementary schools	evaluation. A copy of the results of that evaluation may be found in the quarterly reports along with the description of how they were evaluated and how the weighting scale was developed. The next step was to contact the counselors in the three systems which had made the greatest amount of progress in the original project. The local school superintendents were contacted and a visit to the system was made by the S.D.E. project director and project coordinator. Prior to this visit, a contract was drawn up which contained all of the essential components necessary to implement the project. During the meeting with the local system, each phase of the contract was covered with the superintendents, principals, curriculum directors and counselors. Once the contracts were signed, a management meeting was held in Atlanta for representatives from the three sites. During this meeting, a number of items were discussed. A copy of the agenda for that meeting which was held on June 9, 1976 may be found in Appendix J. A sample of the contract which was signed by one of the local systems may be found in Appendix H. During this same time, a RFP for preparation of materials which would assure coverage of the goals in the Asche Matrix was prepared and sent to nine universities. A copy of this RFP

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		may be found in Appendix I. Further description of the processes used to assure coverage of the areas on the Asche Matrix are described in the Interim Report, pp. 3 & 4. Implementation of the project at the local sites was monitored by visits by consultants with S.D.E.
8. To inventory and evaluate existing K-6 materials in terms of the matrix	Written proof of inventorying and evaluating	Please see the comparison of materials to the Asche Matrix, Appendix D.
9. To correct all needs and voids identified in #8 above	evidence of staff development activities; development of staff development modules; developing and testing the role of the elementary counseling specialist; activities deriving out of additional needs	See narrative above in #7. In addition, the elementary counselors were asked to prepare their own program descriptions. A sample description may be found in Appendix Z. All three sites have prepared similar descriptions.
10. To identify and design curriculum modifications and techniques for making these modifications to insure that career development is part of the elementary curriculum.	Evidence of actual modifications; written description of techniques	Please see the narrative on item #4 of this paper.
11. To refine and field test the use of a vertical guidance team featuring high school students as guidance aides in the elementary school and the contribution to student career planning skills made	Proof of field test and validation	Field testing of this concept was begun at the Wayne County Site in May of this year and as yet no data is available to support the success or failure of the program other than the word of the junior high outreach counselor. The counselor who

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by such a team		did the field test used the Vocational Exploration Group materials in which he had received training during the year and trained a group of student leaders. These student leaders then worked with younger students in the junior high school. The final quarterly report from the Wayne County Site should have a more detailed description of what was done in the program, but that report is not due until July 5, 1977
12. To implement the secondary career/vocational guidance program	Evidences of implementation and pilot testing	The 7-12 component of the project was implemented through nineteen days of staff development sessions scattered throughout the year. Nine systems who were involved in an earlier project were refunded (the three model sites are in this group) along with twenty-one new systems who were being funded through Part D Commissioner's Discretionary Funds and Title IV-C. The five consultants in the Guidance, Counseling and Testing Unit were assigned to work with these thirty systems on a regular basis during the year to help them implement the program. Consultants were asked to visit each of their assigned sites once per month from September 1976 through May 1977. Evidence of these visits may be found in the consultant's itineraries, but because of the cost of duplicating these copies, they will not be provided.

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		Each consultant fills out one itinerary each week (therefore there would be 180 itineraries.)
13. To inventory and prepare those items that are appropriate for implementation in grades 7-12	The inventory or the prepared items	Among the items considered suitable for implementation in the 7-12 project are the following. a. Any of the six packages produced by the University of Georgia b. The Life Career Development System written by Gary Walz and Libby Benjamin (a three-day staff development workshop was provided for all new program participants) c. The Vocational Exploration Group materials produced by Dr. Cal Daane (a four-day workshop was provided by Dr. Daane) d. A materials list was prepared by one of the consultants in the Guidance Unit for use by the local systems. A copy of that resource list may be found in Appendix AA.
14. To select three school systems to install the total model based on preparation of a local guidance plan, validation by ESEA Title III standards, existence of skeleton model, evidence of commitment from staff, and	Evidence of schools selected according to the specified criteria and model installed in these schools	A description of how the three model sites were selected may be found in the quarterly reports and the interim report for the first year of the project. The site for the adult program was selected because of the location of the area vocational-technical school and the cooperation shown the Department by the

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provision for post-secondary and adult programs		personnel at this particular school. A copy of the evaluation form which was used to select the three sites may be found in Appendix V.
15. To install components of model into 13 other school systems during the first year	Evidence that components have been installed during the time frame	The 7-12 component of the guidance project was installed in a total of twenty-seven other school systems during the year instead of the thirteen which were originally planned. A list of the twenty-seven sites plus the three model sites may be found in Appendix BB. Two additional sites were selected for installation of parts of the elementary component. These two additional sites were in Telfair and Chatham Counties.
16. To design programs for out-of-school youth (outreach); to place outreach counselors in three of the schools to provide community based guidance	Description of outreach program that has been developed; evidence that outreach counselors are providing guidance in three schools	Outreach counselors were hired through project funds (one per system) from September 1976 - May 1977. A description of one of the outreach programs may be found in Appendix CC.
17. To provide occupational information/resource centers in three schools and assign a paraprofessional to each who will serve as community coordinator; said individual will provide experiences and materials as specified on page 40 of the proposal	Plans for or existence of these centers, indication that the paraprofessional is providing for all of the experiences and materials	All three model sites already have operating career resource centers. In fact, the decision to locate the project at these three sites was in part influenced by the quality of the existing career center. Project funds were used to hire paraprofessionals for the center. The names of the paraprofessionals may be found in the list of personnel in

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		Appendix BB. A job description for the guidance paraprofessional is provided in Appendix DD.
18. To prepare the three schools to serve as initial demonstration centers	Plans for preparing these schools; three schools serving as demonstration centers	The three systems were prepared to serve as demonstration centers by consultation sessions with the S.D.E. project consultant and by information provided the project directors during the quarterly management meetings. Each of the three sites has prepared a program description (Appendix EE)and a slide presentation for use with visitors from other school systems. All three centers have had a number of visitors during the year. The Cherokee County Site had the Georgia Board of Education visit and they were given an orientation to the project. Each of the three sites were instructed to keep a list of visitors to their projects and include that list in their quarterly reports.
19. To consolidate and improve the post-secondary career/vocational guidance system	Validation and implementation of the guidance program for post-secondary students and adults	In order to achieve this objective, a number of activities have taken place. First, the S.D.E. project director and project coordinator met with the state level coordinator of adult programs to discuss the possibilities of working

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		with an area vocational technical school in order to examine and consolidate their post secondary guidance programs. During this meeting, a site was selected. Three visits were made to the site by the S.D.E. project director, and project coordinator in order to determine problems existing in the guidance program. An $11,000 grant was made to the vocational-technical school in order to: (1) pay the salary of a counselor to work evenings with adults from the community who wished to go through the Singer Work Evaluation Center and (2) to provide staff development for the faculty at the school. Once the contract with the University of Missouri was signed, the project director for that project made two visits to Georgia in order to examine the adult program. As a result of these visits, needs assessment instruments were drawn up and sent to the vocational-technical school for field testing. These instruments were given a field test at the vocational school and then returned to the University of Missouri for changes. Staff development for the adult component has been arranged and an instructor has been hired. Thirty-three instructors signed up to take the two, five-hour courses being offered through the project.

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20. To review the student personnel program in terms of current student career guidance needs	Indication that provision has been made for review or that actual review has been made	Please see #19 above.
21. To analyze the work sample evaluation centers by looking at a center in one school	Plans for analysis or evidence of analysis	Please see #19 above.
22. To field test the adult guidance model and other adult programs; to provide for necessary developmental work for implementation of comprehensive adult guidance programs	Results of field test	Please see #19 above.
23. To arrange for appropriate staff development, competency identification, and training packages	Plans for arrangements or evidence that arrangements have been made	Please see #19 above.
24. To provide an articulated model that would organize and interrelate all components	Identification of the model or development of a model	A system for assuring the articulation of the model was developed for this project in the following ways: a. The Ashce Matrix was compared to existing programs in the state, including the University of Georgia Goals. b. Consultation sessions with Dr. Earl Moore and Dr. John Dagley who were largely responsible for the development of the goals for the 7-12

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		project were conducted. Ways of adapting these goals to the elementary and adult component were discussed. It was decided that the goals which applied to the elementary and adult components should be included in any RFPs sent for materials production. The same goals developed in the 7-12 project were also used as the basis for the needs assessment instruments for the adult program and the goal areas to be implemented through the staff development program for the instructors. Please see model description, Appendix Y.
25. To have two counselors in post-secondary school develop a comprehensive career guidance program for adults not enrolled in formal education and not receiving counseling services	Evidence of placement of counselors or evidence that guidance program for adults has been developed	This item was implemented in a slightly different manner than was outlined in the original proposal. Please see item #19, p. 7 & 8.
26. To design and implement a state/local management system to deliver a comprehensive guidance program to all Georgia school systems	Design of such a system; implementation of management system	Below are some of the steps taken to design and implement a state/local level management system to deliver the comprehensive guidance program. Evidence of these steps may be found in the quarterly reports and the interim report in addition to materials provided in the appendix.

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		I. Components of the State level management system A. Early in the project, the S.D.E. project director and two consultants with the Guidance Unit met with all of the division directors in the S.D.E. who have responsibility for guidance programs in the schools. There were two major reasons for this meeting: 1. to familiarize them with the project, and 2. to ask them to appoint someone from their division who would work with the Guidance Unit by forming a committee called the general support committee. This general support committee met three times and agreed to accept responsibility for the tasks listed in Appendix R. B. Regular staff meetings were held in the Guidance Unit and guidance consultants were asked their opinions concerning the conduct of the project. C. During the implementation of the project, guidance consultants: (1) provided staff development

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		sessions for local school personnel, (2) helped local personnel arrange staff development through local colleges, (3) monitored project progress through visits to the three sites and (4) served on evaluation teams in order to determine the degree of project implementation. D. The project coordinator examined the project proposal and other documents and prepared a contract or agreement for the personnel in the local systems to sign. (Appendix B) E. In June, 1976 a management meeting was held in Atlanta for the personnel at the three model sites. (See Appendix A) During that meeting, project directors were provided a copy of the year's planning calendar. Time frames were discussed in light of the months which would require the greatest work resulting from local system needs. For example, no meetings were scheduled for early January because project directors said that they were quite involved in scheduling at that time. Project directors were asked to

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		write at least one goal for each month at the bottom of the calendars. This system proved to be quite successful in smoothing out the work load for the project over a period of a year.
		F. A state level time line and calendar was drawn up to facilitate management of the project.
		G. Quarterly management meetings were set up on the planning calendars so that contact with the local project directors would be maintained on a regular basis. These meetings were set up at the local sites on that each project director would have the opportunity to see what the others were doing.
		H. A formative and summative evaluation visit was planned for each site. The first on-site visit was scheduled for the Fall of 1976. Teams composed of Guidance Unit personnel visited each site and prepared a list of recommendations for the site. These

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		recommendations were included in the system's action plans (Appendix K). Summative evaluation visits were planned and conducted April, 1977. A copy of the form used for the summative evaluation may be found in Appendix W. I. In order to help monitor the progress in the LEAs, quarterly reports were required. II. Local level management plan A. One management technique used in the local systems was to involve all project personnel in planning for the program. Project directors had been assigned the task of taking each item on their contracts and determining what action steps had to be made to accomplish that particular item. The project directors, instead of trying to do it all themselves, involved the new project personnel in preparing the action plan. B. Project directors were encouraged to meet on a weekly or biweekly basis with project personnel in order to discuss problems and implementation procedures.

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		C. Each model site was asked to prepare student outcome objectives from the results of their needs assessment which had been done in the Fall.
27. To arrange staffing patterns for units in the G.D.E. to jointly plan for a comprehensive guidance program	Arrangement of staffing patterns; the planning of the program	The arrangement of staffing patterns within the S.D.E. was made as follows: a. Division directors were asked to appoint a member of their staffs to work with the Guidance Unit. b. Within the Guidance Unit, the Coordinator of Guidance, Counseling and Testing was appointed project director. Two consultants were given the major responsibility for the project with the three other consultants being given some of the duties. A more thorough explanation of this may be found in the interim report and in the responses to #26 above.
28. To establish state-level process goals and objectives	The process goals and objectives	Rather than establishing state-level process goals and objectives, the project coordinator was asked to prepare a project calendar or PERT chart. A copy of that chart may be found in the quarterly report.
29. To design a program structure that is fundable, controllable, and accountable	Completed design of structure that meets the three criteria	Other sections of this paper have described how the project systems have

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		been managed. The question of fundability still remains. When the project was first begun, the project director began looking for funding sources for the project sites which could be continued following the end of the project money. Several funding sources were found. One source was the Commissioner's Part D Discretionary funds. These funds in our state are administered by the Vocational Education Division. The project director obtained permission to make grants to local systems who had comprehensive high schools in the amount of $10,000. Guidance consultants were asked to select some systems in their territories who had good guidance personnel who could manage a project of this type in grades 7-12. Sixteen systems were selected statewide to participate in the 7-12 phase of the project using Part D monies. A second source of funding was through Title III funds. These funds were made available to systems who were able to write fundable proposals. Instructions were given to local systems, along with technical assistance if they wished to apply for Title III funds. Systems who applied for Title III funds were not required to have comprehensive high schools in order to be considered for funding. The original Title III systems who began working on the 7-12 project

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		in 1975 were validated for adoption by other systems in the state. When Title III changed to Title IV-C, new systems could choose to adopt/adapt the project as it was set up in the original validated systems. Another source of funds was discovered through the division of program and staff development. Staff Development grants may be made to local systems who wish to submit a staff development plan. Because staff development is an important component of the guidance project, staff development plans may be submitted using the project's staff development materials and assistance by guidance consultants. The final source of funding for materials for the project is through use of Title IV-B funds. These are regular library and guidance funds which are allotted to local systems each year. The local systems may opt to use these funds to purchase guidance materials. The systems who have undertaken the 7-12 component of this project have been made accountable by the use of yearly on-site evaluation. In fact, following these evaluations, a decision is made as to whether to refund the systems or not the next year.

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30. To activate the following procedures for local implementation: technical assistance, guidelines for local planning, packaging funds, providing for materials development, providing for staff development	Indications that each procedure has been activated locally (in how many school systems?)	Because many of the activities which relate to this objective have been explained in previous sections, reference will be made to those sections for explanation. a. technical assistance - see #26,C,1-4. b. guidelines for local planning - see #26, Section II, A. c. packaging funds - see item 29. d. providing for materials development - A RFP was sent to a number of colleges and universities. This RFP contained a description of the types of materials needed to fill in gaps in the delivery systems. e. providing for staff development - see #5, #12, #19, Section 26, C.
31. To initiate quality assurance assessments to provide for continuous improvement of local system efforts	Evidence that quality assurance assessments are being used and will be used	By quality assurance assessments, the proposal refers to evaluations of the three model sites and the degree to which the project has been implemented at each site. Our evaluation procedures were explained in Section #26, H. See Appendix V for the form used for the formative evaluation of the three models.

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32. To model the process of planning for a comprehensive guidance program in 16 local school systems	Evidence that the process of planning for guidance has been modeled in each of the 16 school systems	During the monthly visits to the thirty sites, consultants were asked to help with the planning for the guidance project. Following the visit by the consultant, the consultant would write a followup letter to the local system stating his recommendations for project improvement. On the next visit, the consultant would check the progress made on his recommendations and discuss future plans. Appendix FF contains a checklist which was provided for consultant's use on visits to local systems.
33. To develop the local planning procedures (described as eight steps on pp. 44-45 of the proposal)	A local plan format that encompasses the eight procedures	Very little has been done towards accomplishing this objective in the proposal. Those things which have been done are outlined below. a. Criteria were established - see Appendix W for the criteria which were used to select the local sites. A change was not made, however, in the local plans for guidance which were submitted by these three and other systems in Georgia on a yearly basis. b. A description of the components of the guidance program may be found in Appendix S.

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		c. A state level funding pattern for guidance programs already exists except for the elementary level. Attempts have been made for the past two years to include the salary for an elementary counselor through state funds for each school system but the funding has not been available. d. This project requires that each local system which received a grant make their programs objective-based. This is explained in previous sections of this paper. e. At the beginning of the 7-12 project in 1975 it was decided that all systems receiving a grant would form a systemwide guidance committee composed of teachers, administrators, community representatives and students. A copy of the agreement which was signed with all project funded through Part D monies may be found in Appendix GG. Item #10 on that agreement relates to this point. f. The three model sites were required to prepare an action plan for the year, but there were no five-year projections on this plan.

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		g. Assurance that the local plan relates to current federal and state legislation was handled by having the plans submitted to consultants in the Guidance Unit for checking. h. State Board approval procedures have been followed throughout this project as a matter of necessity. Any grant larger than $5,000 which is sent to local system must be approved by the Georgia Baord of Education.
34. To provide technical assistance to local school systems in preparing and implementing their planned comprehensive guidance program	Evidence of the provision of technical assistance, including support services and on-site assistance by a state department program manager	An examination of the Guidance Unit consultant's itineraries would show that each of the three model sites and the other twenty-seven sites involved in the various components of the project in addition to the adult component site have had an average of a one-day visit per month for the last nine months. The project manager or coordinator has spent an average of one day per month with the project personnel in the three model sites either through on-site visits or the quarterly management meetings and workshops.
35. To design, test and implement a staff development delivery system	Design of a system that is competency based and that addresses all the components of the comprehensive program (both personnel and processes)	Three different systems have been used to implement the staff development delivery system. The three model sites were given the liberty to plan and conduct their staff development sessions in

OBJECTIVES PREPARED BY A.I.R. FROM THE ORIGINAL PROPOSAL	INDICATORS THAT THE OBJECTIVE HAD BEEN REACHED (SPECIFIED BY A.I.R. AND S.D.E.	DESCRIPTION OF THE EXTENT OF ATTAINMENT OF THE OBJECTIVE (PREPARED BY STATE PROJECT MONITOR)
	testing of system; implementation of system	a way that best met their local needs. In all three cases though assistance was provided for the three model sites and the adult site by the state level project coordinator and project director. A description of how each system conducted their staff development follows. a. The project directors at three sites had already had considerable experience at arranging for and conducting staff development for their local systems because of their experience with the previous 7-12 project and the Bread and Butterflies career education film series. With these experiences in mind, the local project directors began planning staff development with the help of the state level project coordinator. b. In Wayne County, staff development was handled in two different ways. Ray Bouchillon, the state level project coordinator worked with the local project director and the elementary counselor hired for the project to plan and conduct staff development for the elementary component of the project. The junior and senior high staff development was handled by the local

205

206

OBJECTIVES PREPARED BY A.I.R. FROM THE ORIGINAL PROPOSAL	INDICATORS THAT THE OBJECTIVE HAD BEEN REACHED (SPECIFIED BY A.I.R. AND S.D.E.	DESCRIPTION OF THE EXTENT OF ATTAINMENT OF THE OBJECTIVE (PREPARED BY STATE PROJECT MONITOR)
		project director and the outreach counselor. One elementary inservice session was also conducted by Ray Bouchillon and O. C. Hill, a consultant with the Guidance Unit, S.D.E. c. In Terrell County, the elementary staff development was handled by the local project director who had had previous experience with conducting elementary career guidance staff development. The elementary counselor in Terrell County also helped conduct staff development. Junior and senior high staff development was handled in a number of ways. First, Dr. Verdree Lockhart, a consultant in the Guidance Unit, conducted a one-week inservice session during the summer of 1976. An additional staff development course was offered during the school year to interested teachers and administrators. This course was taught by a college professor from one of the nearby colleges. Some of the staff development sessions were also conducted by the school principals who had attended the summer staff development sessions. d. In Cherokee County, the elementary staff development sessions were conducted by a professor from Georgia

OBJECTIVES PREPARED BY A.I.R. FROM THE ORIGINAL PROPOSAL	INDICATORS THAT THE OBJECTIVE HAD BEEN REACHED (SPECIFIED BY A.I.R. AND S.D.E.	DESCRIPTION OF THE EXTENT OF ATTAINMENT OF THE OBJECTIVE (PREPARED BY STATE PROJECT MONITOR)
		State University, the senior high school counselor and project director, the elementary counselor, and the S.D.E. project coordinator, Ray Bouchillon. There is no junior high in Cherokee County so that high school staff development was conducted by the local project director. In Cherokee County the project director was made an adjunct professor so that ten hours of college credit could be given for attendance at the staff development sessions. e. Staff development for the adult component was planned by the S.D.E. project director, S.D.E. project coordinator, the counselor at the school and an instructor from the University of Georgia. Staff development is being conducted by the instructor from the University of Georgia. Ten hours of staff development credit is being offered for those interested in the course.
36. To identify existing programs that have a workable staff development delivery system	List of existing programs with workable delivery systems	Please see Appendix D which is a comparison of state programs to the Asche Matrix.

OBJECTIVES PREPARED BY A.I.R. FROM THE ORIGINAL PROPOSAL	INDICATORS THAT THE OBJECTIVE HAD BEEN REACHED (SPECIFIED BY A.I.R. AND S.D.E.	DESCRIPTION OF THE EXTENT OF ATTAINMENT OF THE OBJECTIVE (PREPARED BY STATE PROJECT MONITOR)
37. To confer with the Pioneer CESA Project staff in order to identify career guidance processes which could facilitate student goal achievement at all grade levels	Evidence that several meetings have been conducted; evidence that the desired career guidance processes have been identified	On February 3, 1976 the S.D.E. project director and coordinator met with the Pioneer C.E.S.A. (Cooperative Educational Services Agency) staff in order to identify career guidance processes which could facilitate student goal achievement in the project. The results of this meeting was not usable for project purposes. Please see the quarterly report for May 1976.
38. To confer with 7-12 career guidance project staff about the adaptation of staff development packages from their project to this project	Evidence of conference; findings of possibilities for adaptation	A number of meetings were held in order to achieve this objective. Earl Moore, who was a consultant for the 7-12 project came to Georgia and consulted with the K-14 project director and project coordinator on September 8 & 9, 1976. The University of Georgia professor who directed the materials production of the 7-12 materials was then consulted on several occasions to determine which parts of the 7-12 project could be adapted to the K-14 project.
39. To confer with the 7-12 project staff and Pioneer CESA staff on adaptation to this project of staff/student needs assessment packages developed through their projects	Evidence of conference; findings on possibilities for adaptation	The same consultants were used to develop needs assessment instruments for the K-14 project as for the 7-12 project. The 7-12 project staff both at the State Department and at the University of Georgia were both asked for input on development of the needs assessment instruments for the K-6 and 13-14 component of the project. Pioneer C.E.S.A. materials were obtained for

OBJECTIVES PREPARED BY A.I.R. FROM THE ORIGINAL PROPOSAL	INDICATORS THAT THE OBJECTIVE HAD BEEN REACHED (SPECIFIED BY A.I.R. AND S.D.E.	DESCRIPTION OF THE EXTENT OF ATTAINMENT OF THE OBJECTIVE (PREPARED BY STATE PROJECT MONITOR)
		examination in the area of needs assessment, but enough similarities were not discovered in these materials to merit their use.
40. To utilize on-site consultants in the development of exemplary career guidance processes, activities and resources	Evidence of utilization; resulting processes, activities and resources	The idea of using on-site consultants as explained in the project proposal was not used. Instead, a combination of using university and college personnel in addition to S.D.E. personnel were able to achieve the goals outlined in that objective. College and university representatives from six colleges in Georgia were given a one-day orientation session to the 7-12 phase of the project and asked if they were willing to work with local systems on implementing the project. From there, it was left up to the local systems to contact someone on the list of interested instructors to arrange staff development for their systems.
41. To provide for field testing and validation of staff development packages for grades 1-6 and 12-A developed through this project	Provisions made for field testing and validation; completion of field testing and validation	The piloting of the K-6 staff development packages is still going on. To date, there have been two elementary workshops (January 26 & 27, April 12 & 13) for the purpose of piloting the elementary materials. Participants at the first workshop, including elementary counselors and teachers from the three model sites plus two additional sites, were given draft copies of the Grade 2-4 materials to

OBJECTIVES PREPARED BY A.I.R. FROM THE ORIGINAL PROPOSAL	INDICATORS THAT THE OBJECTIVE HAD BEEN REACHED (SPECIFIED BY A.I.R. AND S.D.E.	DESCRIPTION OF THE EXTENT OF ATTAINMENT OF THE OBJECTIVE (PREPARED BY STATE PROJECT MONITOR)
		pilot in their local systems with teachers. Following the pilot testing, the materials were sent to Earl Moore with comments by the users. These pilot materials have since been revised. The next elementary workshop is scheduled for June 15 & 16.
42. During the summer of 1975, to provide for preparation of staffs in the 16 school systems to utilize the team approach	Visits to school systems between January 1975 - June 1975 to organize teams and to acquaint them with concepts; operationalize of projects in summer workshops; evidence of utilization of the team approach	This objective was achieved for the systems involved in the 7-12 project during the summer of 1975. A workshop was held for project personnel on July 14-18, 1975. This workshop was conducted by University of Georgia professors who had developed the initial guidance model and some of the training packages.
43. To prepare the 16 project staffs for implementation of (and field trials) existing programs using, the guidance team approach at all levels, beginning in Fall 1975.	Plans for these preparations; for actual preparations	Local project staffs were prepared for implementing the 7-12 project by staff development workshops conducted by the University of Georgia and the S.D.E. Implementation of the 7-12 component was also aided by regular project visits by S.D.E. consultants.
44. To provide for necessary student materials through developmental and/or identification of existing resources	Identifying a variety of student materials that will offer meaningful experiences to the target populations	This objective was met through various processes explained in other sections of this paper. Please see item #13 of this paper.

OBJECTIVES PREPARED BY A.I.R. FROM THE ORIGINAL PROPOSAL	INDICATORS THAT THE OBJECTIVE HAD BEEN REACHED (SPECIFIED BY A.I.R. AND S.D.E.	DESCRIPTION OF THE EXTENT OF ATTAINMENT OF THE OBJECTIVE (PREPARED BY STATE PROJECT MONITOR)
45. To determine program needs and target population needs	List of program needs and of target population needs and identification of methods used to determine these	A copy of the needs assessment instruments developed for the 7-12 project and this project may be found in Appendix II.
46. To identify existing materials that could resolve those needs	List of materials; explanation of how materials could resolve needs	Please see item #44 above.
47. To determine the relationship of these materials to the desired student outcomes; assess the quality of each set of materials	Explanation of relationship of materials to desired student outcomes; assessment of the quality of each set and criteria for assessment	At a recent workshop, participants from the local systems were asked to bring materials and a description of the kits and filmstrips they had found particularly effective at achieving certain objectives in the project. Three samples of these descriptions are provided in Appendix AA. A similar activity will be done at the workshop planned for June 15 & 16 for the elementary component.
48. To prepare specifications for materials needed, but not available; identify organization to develop materials; purchase the services of organization	List of specifications; identification of organizations; actual purchasing of services	Please see previous sections of this paper for an explanation of how this objective was met.
49. To subject newly developed materials to a formative evaluation	Formative evaluation	A RFP was submitted for evaluation of the materials to be produced as a result of this project. A copy of that RFP may be found in Appendix I.

OBJECTIVES PREPARED BY A.I.R. FROM THE ORIGINAL PROPOSAL	INDICATORS THAT THE OBJECTIVE HAD BEEN REACHED (SPECIFIED BY A.I.R. AND S.D.E.	DESCRIPTION OF THE EXTENT OF ATTAINMENT OF THE OBJECTIVE (PREPARED BY STATE PROJECT MONITOR)
50. To provide for a formative evaluation of the existing materials in terms of the project's goals, and for a formative evaluation of materials to be developed .	Subcontracting for evaluations; evidence of evaluation; evaluation of each component in terms of process and product; formative evaluation for every product; evaluation in terms of product formulation, product preparation, product verification, product revision, and recycling	See item #49 above.

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PARTICIPANT FEEDBACK SHEET

WAYNE COUNTY WORKSHOP

AUGUST 11-13, 1976

This form is provided in order to get feedback on this workshop. It will also be used to help plan future workshops. The workshop staff would appreciate your opinion of the activities which have gone on.

1. Were the workshop objectives clear? 23 yes.

2. Did the techniques explained match the objectives? 23 yes.

   If your answer is no: Which techniques do you see as having the least application for you in meeting the objectives?

   No Comments

   Were there some objectives mentioned that did not have techniques to match? If so, which objectives? (specify by number and grade level, please).

3. What techniques do you feel still should be covered in greater detail? (please check)

   role playing 2

   group discussion 2

   field trips 2

   guest speakers 2

   materials 13

   decision making 5

   brainstorming 1

   values clarification 9

4. How well did the workshop staff relate to your needs? 18 - Very Well, 2 - Excellent, 2 Appropriate, 1 Adequate

5. Was the pace of the learning activities appropriate? 23 yes

   If no, please explain: More time should have been allowed for learning stations (2 comments) u

PARTICIPANT FEEDBACK SHEET
PAGE 2

6. Which type of learning activities worked best during the workshop?

6- Role Playing, 8- learning stations, 9- field trips,
4- Brainstorming, 3- Decision Making, 4- Participation in groups
1- visiting Business Areas

7. Was the overall climate or mood of this workshop supportive of your learning? 23 yes

If no, do you have any suggestions? (1) Some stations were too close, (1) Leave off games, makes people feel very uncomfortable

8. What additional techniques should be covered in later workshops?

3- Group discussion, 1- Brainstorming, 2- Values Clarification (Elem. level), 1- Group Management

9. Which techniques do you feel will be most useful to you this year?

9- Role Playing, 12- field Trips, 6- Decision Making,
6- Brainstorming, 3- guest speaker, 3- materials,
1- Resource people, 1- Reference material (knowing what is
1- Duso Kit (available for teachers use)

✓

TO THE EVALUATOR: This form is to be used by you as a formative evaluation instrument. It is to be used to evaluate the progress made in the project to date. The main purpose of this evaluation is to determine the progress made so that a list of suggestions for improvements can be made to the respective project directors.

Please ask for any documentation which verifies answers to questions on this form. Feel free to jot down notes on this form also if you need to clarify your ratings on any of the items.

✓

EVALUATION FORM

DATE____________________________

SCHOOL SYSTEM____

EVALUATOR____

PLEASE CIRCLE THE CORRECT RESPONSE FOR EACH ITEM.

	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
I. NEEDS ASSESSMENT:				
A. A student needs assessment has been conducted in the past 12 months	1	2	3	4
B. A staff needs assessment has been conducted in the past 12 months	1	2	3	4
C. A community needs assessment has been conducted in the past 12 months	1	2	3	4
D. Needs data have been presented to the total faculties of schools involved in the project	1	2	3	4
E. Needs data have been ranked by priority	1	2	3	4

TOTAL____________

DOCUMENTATION:

✓

II. PROGRAM PLANNING AND DEVELOPMENT:

	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
A. Needs data have been used to establish goals for the project	1	2	3	4
B. Needs data have been used to identify gaps in existing programs	1	2	3	4
C. Needs data have been used to identify tasks relevant to filling program gaps	1	2	3	4
D. Assignments to faculty of the tasks identified have been made	1	2	3	4
E. Objectives for accomplishing these tasks have been stated in writing	1	2	3	4
F. Superintendents, principals and other administrators were involved in the planning and development processes	1	2	3	4
G. Students were involved in project planning and development	1	2	3	4
H. Faculty from various sectors of the school program, work experience, academic, job placement, were involved in planning and development	1	2	3	4

I. Attention has been given to coverage of the goal areas for career guidance in Georgia:

Human Relations Skills _____
Relating with significant others_____
Self Validation_____
Daily Living _____
Employability _____
Work & Leisure Environments_____
Planning Skills _____
Educational Environment _____
Self Understanding _____

	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
J. Priority of attention to the above goal areas has been based on needs data	1	2	3	4
K. Changes in functions of faculty, specifically teachers and guidance staff, have been made to expedite project operation	1	2	3	4

✓

II. PROGRAM PLANNING AND DEVELOPMENT: (con't)

	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
L. New curricula which will become an integral part of the instructional program (through infusion) have been developed	1	2	3	4
M. Additional required or elective course offerings related to project objectives have been developed, i.e. life career planning	1	2	3	4
N. Guidance personnel have provided leadership in terms of project planning, development and implementation	1	2	3	4
O. An active task force or advisory committee for the project has been designated	1	2	3	4
P. Procedures for expediting the expenditure of funds have been established	1	2	3	4

TOTAL____________

DOCUMENTATION:

V

III. STAFF DEVELOPMENT:	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
A. A progression from needs data, to task assignments, to skills required of staff was used to plan staff development activities	1	2	3	4
B. A representative sample of faculty (20-50%) from schools involved in the project have been included in staff development	1	2	3	4
C. Staff development activities have been implemented on a regular (weekly, monthly) basis throughout the year	1	2	3	4
D. Staff development activities included the use of the Georgia training packages	1	2	3	4
E. Plans for follow-up/evaluation of the staff development program have been made	1	2	3	4

TOTAL____________

DOCUMENTATION:

✓

IV. THE RESOURCE CENTER:

	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
A. The center has been adequately staffed	1	2	3	4
B. Efforts have been made to inform students, staff and community of the purposes and availability of the center	1	2	3	4
C. The center has become operational	1	2	3	4
D. Needs data for staff and students were used as a basis for purchase of materials	1	2	3	4
E. Needs data, task responsibilities and planned programs have been used as the basis for the operation of the center	1	2	3	4
F. Department of Education recommendations, such as proximity to the guidance office, central location and size were used to establish the physical facility for the center (Facility approximates a 20' x 30' facility)	1	2	3	4
G. Visits to the center by community representatives were planned	1	2	3	4
H. Visits to the center by community representatives have taken place	1	2	3	4
I. Field trips originating from the center have occurred	1	2	3	4
J. Planned group activities with students have taken place in the center	1	2	3	4
K. Teachers have used the center for referrals or as a resource for classroom activities	1	2	3	4
L. A system for filing and accounting for materials has been established	1	2	3	4
M. A community resource file has been established	1	2	3	4

TOTAL____________

DOCUMENTATION:

V. PLACEMENT:

	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
A. Advisory committee for placement has been designated	1	2	3	4
B. A community survey of job placement needs has been done	1	2	3	4
C. A student survey of job placement needs has been done	1	2	3	4
D. A student survey of educational placement needs has been done	1	2	3	4
E. A system of accounting for educational and job placements has been established	1	2	3	4
F. Students, faculty and community have been informed of the placement services available	1	2	3	4
G. One individual has been assigned responsibility for coordinating and reporting on the total placement effort	1	2	3	4
H. Efforts have been made to coordinate educational and job placement into one overall effort	1	2	3	4
I. Follow-up placements, educational and occupational, have been done	1	2	3	4
J. Efforts have been made to establish a means of offering services to former students	1	2	3	4
K. A placement manual has been prepared	1	2	3	4

TOTAL____________

DOCUMENTATION:

✓

VI. EXPORTABILITY:

	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
A. Agreements have been made by the system administration and participating faculty to serve as a demonstration site for prospective systems	1	2	3	4
B. Staff development activities which could be adapted/adopted readily by other school systems have been implemented	1	2	3	4
C. Methods and materials have been used/ developed which could be readily adapted by other school systems	1	2	3	4
D. Plans have been made whereby this system can serve as a demonstration site for the K-12 model	1	2	3	4

TOTAL____________

DOCUMENTATION:

✓

VII. EVALUATION:

	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
A. Student outcome objectives have been written and attempted (7-12 only)	1	2	3	4
B. Staff outcome objectives have been written and attempted (7-12 only)	1	2	3	4
C. Student/teacher/community questionnaires have been used to gather outcome data	1	2	3	4
D. Results of pre/post design studies are available	1	2	3	4
E. Effects of project activities on recipients of or participants in these activities, such as number of placements, visits to center, improvement in classroom climate have been kept	1	2	3	4
F. Process (procedural), product (outcome) and financial data records have been kept	1	2	3	4
G. Results of the various evaluative efforts (objectives, questionnaires) have been summarized into a readable form	1	2	3	4
H. Criteria, such as fewer absence, class disruptions or dropouts have been used to measure the affect of the project	1	2	3	4
I. An analysis of project costs has been done	1	2	3	4

TOTAL___________

DOCUMENTATION:

✓

VIII. ELEMENTARY COMPONENT

	No, not attempted	Yes, attempted but incomplete	Yes, completed but no success	Yes, completed with success
A. The counselor is carrying out activities which will help each child better understand himself	1	2	3	4
B. The counselor is helping the school staff grow in their understanding of child growth and development	1	2	3	4
C. The counselor maintains a list of referral sources for children with special needs	1	2	3	4
D. The counselor has developed a management plan for elementary career guidance	1	2	3	4
E. The "Bread and Butterflies" program is being utilized by 50% of the teachers in the school with the help of the counselor	1	2	3	4

F. Teachers are receiving inservice training and help in understanding and utilizing the following techniques: YES NO (Please check)

	YES	NO
a. Decision Making	___	___
b. Values Clarification	___	___
c. Role Playing	___	___
d. Small Group Decision	___	___
e. Field Trips	___	___

G. The counselor has interpreted the results of the CRT to teachers	1	2	3	4
H. The counselor actively participates in the pre-school screening program	1	2	3	4
I. The counselor has compiled a community resource file and makes information from that file available to teachers and administrators	1	2	3	4
J. The counselor has a system for familiarizing teachers with new materials for elementary guidance	1	2	3	4
K. The counselor maintains a log of his/her activities	1	2	3	4
L. A set of student outcome objectives has been specified for grades K-6	1	2	3	4

TOTAL___________

DOCUMENTATION:

✓

IX. OUTREACH COUNSELOR:

	No, not attempted	Yes, attempted but incomplete	Yes, completed but with no success	Yes, completed with success
A. The outreach counselor has developed a system for contacting agencies in the community which can help early school leavers	1	2	3	4
B. The outreach counselor has developed a system for identifying students who are potential dropouts	1	2	3	4
C. The counselor is familiar with and has developed a system for seeking assistance from other student services personnel (such as other counselors, school social workers and school psychologists)	1	2	3	4
D. The counselor is familiar with the decision-making process and works with potential dropouts and any others who request his/her help in this area	1	2	3	4
E. The counselor works with classroom teachers to help stimulate a positive classroom atmosphere where each student can feel some sense of accomplishment	1	2	3	4
F. The counselor offers individual and group counseling sessions for in-school youth	1	2	3	4
G. The counselor offers individual and group counseling sessions for out-of-school youth	1	2	3	4
H. The counselor coordinates the GED program	1	2	3	4
I. The counselor has set up a case load file which contains information on the students he/she is working with	1	2	3	4
J. The counselor offers job placement services to those students with whom he/she works	1	2	3	4
K. The counselor conducts regular follow-up studies of those in and out-of-school youths with whom he/she has worked	1	2	3	4
L. The outreach counselor maintains a log of his/her activities	1	2	3	4

DOCUMENTATION:

TOTAL____________

✓

I would like to make the following recommendations for improving the project.

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STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES
STATE OFFICE BUILDING
ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

H. TITUS SINGLETARY, JR.
Associate State Superintendent

January 13, 1977

Mrs. Jean Goodwin
Project Director
Terrell County Schools
P. O. Box 85
Dawson, Georgia 31742

Dear Jean:

As you know, on November 4th a team of State Department personnel composed of Dr. Paul Vail, Dr. Verdree Lockhart, Dr. Jim Conkwright, Mr. O. C. Hill and myself conducted an evaluation of your K-12 Guidance Project. The results of that evaluation are as follows.

It is the opinion of the evaluation team that Terrell County has made a considerable amount of progress toward implementing the project. Further, the evaluation team would like to commend you for:

1. Redoing the needs assessment for the project in order to obtain more up-to-date information;
2. Involving administrators, particularly principals, in the planning and implementation of the project;
3. Involving principals in the ongoing staff development program;
4. Providing an excellent facility at the high school for the career resource center;
5. Designating a room at the middle school to be used as a career center; and
6. Preparing a slide show to be used to orient teachers and visitors from other systems to the project.

The elementary counselor is commended for:

1. Developing a program for working with parents and
2. Establishing a good relationship with teachers and students in the elementary schools in which he works.

The outreach counselor is commended for:

1. Developing a system for identifying potential dropouts and working with them both in and out of school.

The evaluation committee would like to make the following recommendations for expanding the project. The committee recommends that:

1. A committee be formed in order to identify gaps in the delivery system for the comprehensive guidance program as pointed up in the needs assessment;
2. An advisory committee composed of school personnel, counselors, members of the guidance team, students and parents be formed to give advice and council on matters related to the school and community;
3. Inservice sessions be held to explain techniques for evaluating classroom activities by teachers;
4. A concerted effort should be made to prepare a community resource file;
5. A system for utilizing this resource file should be developed which outlines procedures for obtaining community resource people, procedures for scheduling field trips and activities to be carried out on field trips; and
6. A two or three-page program description be prepared to help visitors understand the history and development of the project at the local level.

It is recommended that for the elementary component of the project:

1. A management plan should be prepared so that often used processes and materials are not over-used to the point of becoming boring or tiring for the students;

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2. An attempt be made to redecorate the counseling office at both elementary schools;

3. The elementary counselor contribute to the preparation of the community resource file in order to assure that a number of field trip sites and resource speakers from the community which are suitable for elementary grades are listed;

4. Additional student materials be made available to the counselor, teachers and students; and

5. A comprehensive work plan be developed by the project director and counselor and that once it is developed weekly meeting should be held to see that all activities are being successfully carried out by the counselor.

It is recommended for the outreach component of the project that:

1. It be kept in mind by other school system personnel that the outreach counselor is not a visiting teacher, and it is the job of the outreach counselor to offer counseling services to out-of-school youth who cannot benefit from the services of the in-school counselors;

2. The outreach counselor should determine ways in which she can work with classroom teachers on an informal basis to help promote a more positive classroom atmosphere and to help the teacher better understand and deal with the problem child;

3. Job placement services should be offered to students through the outreach component;

4. A comprehensive work plan should be developed by the project director and counselor and that weekly meetings should be held to assure that these activities are being carried out;

5. An effort should be made to plan programs to help meet the needs of potential dropouts; and

6. An attempt should be made to provide high school students interested in careers in teaching or guidance as aids for elementary guidance programs.

I would like to take this opportunity to thank you and the members of the project staff and the school system in general for the help you all have given in implementing this project. I realize that projects of this nature are often trying and difficult to carry out, and I can fully appreciate the effort you have put forth in bringing the Terrell County project to its present state.

Please include these recommendations in your action plan along with the tasks needed to accomplish them. If you have any questions about the commendations or recommendations, please feel free to call. I'll look forward to seeing you on January 25th.

Sincerely,

Ray

Ray Bouchillon, Consultant
Guidance, Counseling and Testing

RB:lc

cc: Dr. Paul Vail

W

(Revised 4/29/'77)

EVALUATION FORM FOR THE THREE MODEL SITES

I. Systemwide Management Responsibilities

A. Employment of Personnel

1. An Elementary Counselor was employed for the project.

1	2	3	4	5
Person was employed because he/she was all that was available		Recommendations of SDOE and local people were considered		2-4 people were interviewed, recommendations considered and the best person was employed

2. An Outreach Counselor was employed for the project.

1	2	3	4	5
Person was employed because he/she was all that was available		Recommendations of SDOE and local people were considered		2-4 people were interviewed, recommendations considered and the best person was employed

3. A paraprofessional was employed for the project.

1	2	3	4	5
Person was employed because he/she was all that was available		Recommendations of SDOE and local people were considered		2-4 people were interviewed, recommendations considered and the best person was employed

B. Other Management Responsibilities

1. Formation of a systemwide guidance committee.

1	2	3	4	5
No systemwide guidance committee has been formed		A systemwide guidance committee has been formed, but has not met		A guidance committee has been formed and has met at least twice since the beginning of the project

2. Membership of the guidance committee.

1	2	3	4	5
No consideration has been given to selection of a guidance committee composed of counselors, community representatives, principals and students		Some consideration has been given and a representative of most of the groups of people listed in #1 is a member of the committee		The committee is composed of at least one member of each of the following groups: a. community representatives b. principals of schools c. counselors d. students

3. Provision of office space:

1	2	3	4	5
Offices have not been provided for each person hired through the project		Offices have been provided for all personnel in the project, but the offices could be greatly improved		Office space provided is quite good and an office has been provided for each person hired through the project

4. The project director's records: The project director......

1	2	3	4	5
cannot provide written descriptions of the following:		has kept a record of 2 our of 3 of those things listed below and can provide a description (this description may be included in the quarterly reports)		the project director can provide records of all of the items listed below

_____staff development descriptions

_____curriculum changes

_____role changes

5. Student outcome objectives:

1	2	3	4	5
Student outcome objectives have not been prepared		A partial list of student outcome objectives has been prepared (30 objectives were required)		A complete list of at least thirty student outcome objectives have been prepared

6. Quality of student outcome objectives:

1	2	3	4	5
Student outcome objectives, as judged by reading a small sample, are poor		student outcome objectives are good, but they are not written in behavioral terms		As determined by the evaluator reading a sample of the student outcome objectives, they are clear, understandable and written in behavioral terms

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Systemwide management responsibilities

7. Action Plan

1	2	3	4	5
No action plan has been prepared by the system		An action plan has been developed, but it is of poor quality (for example, the activities do not fit the goals, time frame is vague)		A detailed action plan has been developed for the project

8. Modeling of procedures

1	2	3	4	5
The system has not set up procedures for handling visitors		The project personnel have prepared a description of their procedures and have made this description available to site visitors		A slide-tape has been prepared for visitors in addition to printed materials

9. Dissemination activities: project personnel

1	2	3	4	5
have not prepared news articles have not informed other people in the community of their activities		have prepared 2-10 news articles for the local newspaper during the last year which have been published		have prepared 11 or more news articles which have appeared in the local newspapers and items for broadcast on the local radio station

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II. Duties Performed by Personnel

D.C.

A. Elementary Counselor

1. Staff Development. The counselor......

1	2	3	4	5
does not participate in staff development		attends staff development sessions but does not help with planning or conducting the sessions		help plan and conduct the inservice sessions at his/her school

2. Elementary Guidance management system. The counselor.......

1	2	3	4	5
does not have a plan for managing the elementary guidance program		has a system for managing the guidance resources, but it is not written down		has a written management plan for elementary guidance

3. Referral Sources. The counselor........

1	2	3	4	5
does not have a list and is not familiar with referral sources		knows of a number of referral sources, but has not prepared a list		is familiar with the referral sources in her community, has prepared a list, and has made a number of referrals during this school year.

4. Work with the Georgia Criterion Referenced Test. The counselor:

1	2	3	4	5
does not work with the CRT		works with teachers on the CRT on a limited basis		has conducted inservice programs to familiarize teachers with the CRT test results and is available on a request basis to help teachers and students on an individual or small group basis

The pre-school screening program. The counselor.....

1	2	3	4	5
does not participate in the pre-school screening program		participates in the pre-screening program, but does not provide leadership		provides leadership in the pre-school screening program

W

Duties performed by personnel

6. Community resource file. The counselor......

1	2	3	4	5
has not prepared a community resource file of field trip sites, etc.		is in the process of preparing a community resource file		maintains a community resource file and aids teachers in utilizing the file for field trips and guest speakers

7. Inservice Workshops (D.O.E. Sponsored). The counselor......

1	2	3	4	5
has not attend S.D.O.E. sponsored workshops		has attended some but not all workshops for elementary counselors		has attended all S.D.O.E. sponsored workshops for elementary counselors

8. Activities log. The counselor has........

1	2	3	4	5
not maintained a log of activities		maintained an activities log but it is difficult to read and understand		maintained a log which is clear, concide and easily understood

9. Field test of elementary materials. The elementary counselor has.......

1	2	3	4	5
not participated in the field test and validation of the elementary materials produced at the University of Missouri		made the materials available to teachers but has not helped them utilize them		made the materials available to teachers and has helped them implemented them in their classrooms

10. Work with parents. The elementary counselor has....

1	2	3	4	5
not developed a system for working with the parents of children enrolled in his/her school.		worked on a regular basis with parents but the arrangement is informal and on an on-call basis.		worked with parents on a regular basis and has used a published program such as the S.T.E.P. program

B. The Outreach Counselor

1. Liaison with community agencies. The outreach counselor has......

1	2	3	4	5
not established contacts in the community with people who can help early school leavers		refers students to community people for help		maintains an active liaison with community people who can help students and does followup on scheduled visits by school leavers

2. Identification of potential dropouts. The outreach counselor.......

1	2	3	4	5
has not developed a system for identifying potential dropouts		has developed a system for identifying potential dropouts		has developed a system for identifying potential dropouts and is able to provide evidence that a number of potential dropouts have been retained

3. Working with classroom teachers. The outreach counselor......

1	2	3	4	5
does not follow through on students identified as potential dropouts and talk with their teachers		talk with the teachers of potential dropout students and determines ways of assisting them in staying in school		works with classroom teachers to help them develop a positive classroom atmosphere

4. Group sessions. The outreach counselor.......

1	2	3	4	5
does not offer small group sessions for in-school students		offers small group sessions for in-school youth		offers small group sessions for in- and out-of-school youth

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5. Individual counseling. The outreach counselor.......

1	2	3	4	5
does not offer individual counseling for in- or out-of-school youth		offers individual counseling sessions for in-school youth		offers individual counseling sessions for in- and out-of-school youth

6. Activities log. The outreach counselor has......

1	2	3	4	5
not maintained a log of activities		maintained an activities log but it is difficult to read and understand		maintained a log which is clear, concise and easily understood

7. Referral Sources. The outreach counselor........

does not have a list and is not familiar with referral sources	knows a number of referral sources but has not prepared a list	is familiar with the referral sources both in the school and community, has prepared a list, and has made a number of referrals during the school year

W

Duties performed by personnel

C. The paraprofessional:

1. Materials orgarization : The paraprofessional has......

1	2	3	4	5
not attempted to organize the materials in the career resource center.		attenmpted to organize the materials but the organization leaves something to be desired.		organized the materials in the center according to their intended use.

2. Cross-referencing of materials in the center

1	2	3	4	5
the school media specialist does not have a list of materials in the career center		the materials in the center are listed in thdd library		the center's collection of materials are cross referencedd with the library materials. A student can find out the names of materials both in the library and in the career center by going to either place.

3. Public relations effort

1	2	3	4	5
very little effort has been put into public relations to let students and community people know about the career center		news releases may be found in the local (and school) newspaper concerning the career center		The center has been well publicized. Students are well aware of its location and purpose.

4. Establishing a community resource file: The paraprofessional has....

1	2	3	4	5
not prepared a community resource file.		prepared a community resource file which lists at least thirty community resources and has made teachars aware of its availability.		prepared a community resource file which lists at least thirty community resources, has made teachers aware of the service and has helped teachers arrange visits by community representatives.

5. Planned group activities: The paraprofessional .....

1	2	3	4	5
does not conduct group activities in the career center		has conducted group activities in the career center on occasion, but it is not a regularly scheduled activitiy in the center.		conducts regular group activities in the career center. (The activities may be part of the V.E.G. or L.C.D.S. program.)

6. Visits to the center by teachers and students: The career guidance center is a well-used component of the career guidance project as evidenced by the fact that

1	2	3	4	5
only a few visits to the center have been made each month (20-30 visits by teachers and/ students combined) per month)		there are 100 to 200 visits to the career center per month by teachers and/or students		there are 200 or more visits to the center per month by teachers and/or students.

7. Documentation: The paraprofessional

1	2	3	4	5
has not maintained a log which is complete and up-to-date.		has maintained a log of those people who have visited the center, but the log does not indicate the purpose for the visit.		has maintained a log of visitors to the career center which is up-to-date and indicates the purpose of the visit.

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D. SENIOR HIGH COMPONENT

1. Staff development: The senior high counselor has...

1	2	3	4	5
not participated in staff development at his/her school.		attended staff development sessions but has not helped with planning or conducting the sessions.		helped plan and conduct inservice sessions at his/her school.

2. A community internship program....

1	2	3	4	5
has not been established in the senior high school.		has been established in the senior high school but only 1-5 students have been involved for the year to date.		has been established in the senior high school and 10 or more students have been involved to date.

3. A utilization plan for the career resource center....

1	2	3	4	5
has not been prepared.		has been prepared but is unclear and not readily usable by someone other than local system personnel.		has been prepared and is clear and presents a plan which can be adopted by new systems wishing to establish a center.

4. Quantity of staff development: The counselor has lead or helped lead...

1	2	3	4	5
no staff development sessions.		6-12 hours of staff development for his/her school faculty.		15 or more hours of staff development for his/her faculty.

5. Quality of staff development

1	2	3	4	5
Staff development has been poorly planned and some-disorganized with no clearcut goals.		Staff development has been well planned, but little or no followup has been done to see if teachers are implementing demonstrated techniques and procedures.		Staff development has been well organized and planned, and followup has taken place to make sure that teachers have implemented techniques and procedures demonstrated.

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III. THE CAREER CENTER

1. Location : The career center is.....

1	2	3	4	5
located close to the adminiatrative offices and is located away from the counseling offices		located near the guidance offices but also very near the administrative offices		located away from the administrative offices but near the counseling offices.

2. Center size and furnishings : The center is.......

1	2	3	4	5
The center is small and the furnishings are poor.		The center is large enough (at least 20 X 30 ft.) but is not well equiped.		The center is large and well-equipped

3. Materials in the center: The center contains.....

1	2	3	4	5
a poor selection of materials		a good collection of books but the collection is poor as far as variety of topics.		a good collection of both print and non-print materials.

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IV. PLACEMENT

1. Placement advisory committee:

1	2	3	4	5
no advisory committee has been formed for the placement component		A placement committee has been formed but has not met.		A placement committee has been formed and has met at least twice during this school term.

2. Placement survey

1	2	3	4	5
Student surveys of educational and job placement needs have not been done this year.		Student surveys of educational or job placement needs have been done this year.		Student surveys of both educational and job placement needs have been done.

3. Record keeping

1	2	3	4	5
No system for keeping up with educational and job placements has been developed		A system for keeping up with educational and job placements has been devised but it is somewhat unreliable.		The system for keeping up with educational and job placements is accurate and up to date.

4. Responsibility for the placement program:

1	2	3	4	5
a number of people have responsibility for the placement program, but no one person serves as the coordinator		One person is coordinating the placement program, but the counselor is not doing it.		The counselor coordinates the placement program.

5. Followup of placements: Followup of the placement effort....

1	2	3	4	5
has not been done this year.		has been done for either education or job placements but has not been done for both.		has been done for both educational and job placement and the placement records are readily available.

6. Placement manual: A placement manual.....

1	2	3	4	5
has not been prepared for this or previous years.		was prepared several years ago and is still in use. It has not been updated.		has been prepared this year or revised this year from a manual done previously.

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V. NEEDS ASSESSMENT

1. Time frame

1	2	3	4	5
A needs assessment has not been done in the last 12 months.		A student needs assessment has been done in the last 12 months.		A student, faculty and community needs assessment has been done in the last 12 months.

2. Prioritizing needs data and setting goals

1	2	3	4	5
Needs data were not prioritized.		Needs data have been prioritized but goals for the program have not been set.		Needs data have been prioritized and goals for the project have been set.

3. Presentation of needs data: Needs data....

1	2	3	4	5
have not been presented to the faculties of the various schools involved.		have been presented to some of the schools with some interpretation of the data.		have been presented to all school faculties involved in the project and they have also been interpreted to them.

W

I. PROJECT EVALUATION

1. Student outcome objectives....

1	2	3	4	5
Have not been written	Written for 7-12 component	Written for all components but not attempted.	Written for all components and attempted with some.	Written for all components and attempted for all components.

2. Data from the community.

1	2	3	4	5
has not been gathered		some community data has been gathered on an informal basis		Community questionnaires have been administered and the data used for evaluation purposes

3. Pre-Post design studies

1	2	3	4	5
No pre-post design study has been planned		A pre-post design has been drawn up but is incomplete		A pre-post design study has been drawn up and all data has been collected and summarized

4. Record keeping

1.	2	3	4	5
records have not been kept of visits to the CRC, job placements etc.		Records have been kept of visits to the carR.C. , job placements and improvement in school attendance.		Records such as those in response #3 have been kept and the results to date are available.

5. Results of various evaluative efforts:. .

1	2	3	4	5
have not been summarized into a readable form nor have they been presented to people involved in the project.		have been presented to people involved in the project, but have not been summarized into a readable form.		have been presented to people involved in the project and the data has been summarized into a readable form.

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6. Availability of project data

1	2	3	4	5
Little or no data has been collected on the ;items listed below		Data has been collected on one of the areas listed below but not more than one.		Data has been collected on all three areas listed below and is available for project visitors.

Areas for data collection mentioned above:
Please check the areas for which data has been collected.

____absenteeism
____class disruptions
____dropout rate

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STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES
STATE OFFICE BUILDING
ATLANTA 30334

CHARLES McDANIEL
State Superintendent of Schools

H. TITUS SINGLETARY JR.
Associate State Superintendent

August 30, 1977

Mrs. Mimi Jo Butler
Counselor
Etowah High School
Putnam Mill Road
Woodstock, Georgia 30188

Dear Mimi Jo:

I know that it seems that I am perpetually apologizing for being late getting you information concerning your projects, but let me say once again that I am sorry that this letter has not gotten to you sooner. I have been quite busy, as I am sure you have also, with end-of-the-year paperwork and looking at what we have following the two years of the K-14 project.

The major purpose of this letter will be to report the results of your April evaluation so that you can use this information for possible program changes. All of the results are being included so that you will have an accurate report of your evaluation; however, I realize that this coming year you will not have the extra personnel required to do something about all of the results.

I have enclosed a copy of the concensus which Jim Conkwright, O. C. Hill, Verdree Lockhart and I reached following our visit with you on May 3, 1977. If you feel that you have been rated unfairly on this form, it is possibly the result of a lack of information on our part and I will be glad to discuss any of the results with you. These results were obtained, as you remember, from only a one-day visit. A thorough examination of your project would have required at least two days and all of us, you included, were quite busy and could not spare that much time.

The following are some comments which I wish to make about your project as a result of the evaluation.

1. On 28% of the items on the evaluation, you and your project personnel scored a 5. I think this is excellent because when I made up the

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instrument, I set up a score of 5 as the ideal and not as a score which would be often attained.

2. You and your personnel scored a 4 or better on 66% of the items on the instrument. A score of 4 on the instrument was not considered the ideal or model score, but neither was it easy to achieve.

3. On 82% of the items you scored a 3 or better. In preparing the evaluation form, a 3 was assigned as average expectation for the project.

4. Your project was below our level of expectation on only 18% of the items on the instrument. I arrived at this figure by adding the total number of items receiving a score of 1 or 2 and dividing by the total number of items (89).

5. The weaknesses in the project seem to fall into the following areas.

   a. Materials in the career center at Cherokee County High are not cross-referenced with the materials in the media center.

   b. The project activities going on at Cherokee County High have not been publicized.

   c. Teachers and students at Cherokee High do not seem to be making wide use of the career center.

   d. A community internship program has not been established at either Cherokee County High or Etowah High.

   e. The size and location of the center at Cherokee High continues to be a problem.

   f. Needs data from Cherokee County High have not been prioritized for the last school year and the data was not presented to the faculty.

   g. A careful pre-post design study was not prepared and carried out at Cherokee High or Oak Grove Elementary.

   h. Record keeping and reporting of results of the various evaluative efforts have been somewhat weak at Oak Grove Elementary and Cherokee High.

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6. The following seem to be the strongest points in your project as pointed out in the evaluation.

   a. Overall project management was quite good considering the number of schools involved and the number of personnel participating in the project.

   b. The slide tape produced to introduce visitors to the program is excellent.

   c. Dissemination activities by personnel in the project have been outstanding. The State Department personnel, school visitors, community and school faculties and administration have been kept informed of project processes and accomplishments.

   d. Project personnel including the project director, outreach and elementary counselors were well informed as to referral sources within the community and large number of students were referred to these sources during the school year.

   e. The work by the elementary counselor on the Criterion-referenced Test objectives and ways of implementing classroom activities which help students achieve these objectives was quite good.

   f. The work by the elementary counselor on the pre-school screening program was quite good.

   g. Other activities of the elementary counselor which are worthy of mention here include development and maintenance of a community resource file, participation in and conducting of staff development and use of the S.T.E.P.S. program with parents.

   h. At the high school level, the project director and counselor at Etowah High are to be commended for implementing the various phases of the project including the career resource center and getting project processes going in light of the fact that it was the first year in a new high school.

   i. Staff development has been quite good at both high schools and at the elementary school involved.

   j. The handling of needs assessment data at Etowah High has been quite good with an effort being made to inform all faculty of needs assessment results.

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Mrs. Mimi Jo Butler
Page 4
August 30, 1977

Once again, let me thank you and your staff for all of the hard work you did this past year to make our K-14 project a success. Without your dedication and support, our project would not have succeeded. You and your staff can be proud of the results of your efforts.

Sincerely,

Ray

Ray Bouchillon, Consultant
Guidance, Counseling and Testing

RB:lc

Enclosure

cc: Mr. L. Eugene Norton
Dr. Paul Vail

A SECTION FROM THE FINAL REPORT FROM CHEROKEE COUNTY RELATED TO CONSULTANT HELP

have preferred. I would have liked to have had two sections of the course not based on grade level but on level of previously demonstrated competencies. This would have added more challenge to some teachers without threatening others. A Ph.D. Candidate in my high school class resonded quite positively about the far-reaching effects of the human relations course on her classroom methods. I do feel that some of the 7th and 8th grade teachers at Oak Grove who were involved in staff development the previous year with the program would respond that human relations did not help them as they wanted. However, I feel that I can definitely say that my work with the program has indicated that those who feel that they have nothing to learn actually have the most yet to learn.

I would recommend to other systems that the project director not be responsible for all staff development. Lack of sufficient professional development time with other program duties is a problem. I do feel, however, that the project director and coordinating counselors are the experts on the student outcome objectives, infusion techniques, methods and materials and should do all possible to include this in the staff development program. A college professor or someone with more planning time could handle the actual course content, rationale and theories.

I also feel like the on-going staff development during the school year is beneficial, with a day-long, kick-off prior to or during pre-planning. Release time would greatly benefit the staff development program of any school system or program.

DEPARTMENT MANAGEMENT:

It has been especially helpful knowing that state department personnel could be available to help when needed. Helping with staff development as Jerry, Ray and O.C. have done benefited the Cherokee County program.

I do feel that at times the cart has been before the horse. Having a work shop on methods and materials after the local system has already had to devise methods and materials for the same purpose does become a management problem. This is the same problem as we have experienced on a local level with different levels of expertise within the same staff development groups. The three system meetings with Wayne and Terrell Counties has benefited our program, and the meetings led by Dr. Earl Moore and his staff have all been terrific.

Planning dates for meetings during the summer for the next school year also is a recommendation I would have for future programs. It is always easier to arrange to get away from the local setting when you can plan your yearly calendar around meeting dates.

Paper work requirements should also be minimized in the future. Everything that is written for report should have a definite purpose for future funding, evaluation, or some specific program input.

Knowing the adverse working conditions also experienced by all state department personnel during the 1976-77 school year, I especially appreciate the very positive way each staff member has responded to our requests. I feel that my personnel would agree with me that working with Paul Vail and staff has provided many more positive feelings than negative ones.

Mimi Jo Butler
6/22/77

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A SECTION FROM THE FINAL REPORT
FROM TERRELL COUNTY RELATED TO
CONSULTANT HELP

A total of 56 teachers, media specialists, and administrators have received 5 hours credit in a graduate course which used the human relations packet as the basic training tool. In addition, inservice days at each school have involved the total system staff in this effort.

At the elementary level, selected teachers received intensive training in writing career guidance supplementary guides. All teachers have received the initial training required for implementation, and follow-up sessions will be conducted in the fall.

The Junior High faculty participated in sessions which provided an orientation and introduction to the individual advisement system, and it will be fully implemented in September.

A total of 25 secondary teachers participated in from one to three objectives-writing workshops which were aimed at assisting them in fusing guidance activities into their own subject areas. Workshops brought out the need to revise the entire curriculum to include these objectives and this work has begun.

Results of the staff development efforts have been very good. The role of the counselor has changed from the traditional to resource with teachers accepting shared responsibility for guidance needs of their students. A major factor has been the support of building administrators and their willingness to participate in and actually conduct some of the sessions.

Department Management:

(a) State Department consultants have been most helpful in working with the local staff, and all requests for assistance were answered promptly and efficiently. State staff development sessions were very worthwhile. I do not think there is any way that they could have been of greater help.

(b) Management activities for future projects should remain essentially the same. The only addition might be some specific training for project directors in fiscal management.

A SECTION FROM THE FINAL REPORT
FROM WAYNE COUNTY RELATED TO
CONSULTANT HELP

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Realizing we were the beginners in the project and we began "from nothing", I feel the state department provided as much assistance as possible while allowing me freedom to implement the project in Wayne COunty as I thought would work best. It was evident from the beginning that persons from some systems found it frustrating and difficult to function within the boundaries of such freedom - which we tended to thrive. Since the project has now been tried and proven, I would suggest that perhaps a combination of directives and freedom of movement be allowed. For example:

1. Obtain needs assessment data - Use Ga. Card Sort grades 7 - 12 with students, teachers, and parents.
2. Determine priorities - Based on needs data by system.
3. Write action plan and student out-come objectives. Start with at least some plan in the beginning with revisions and additions as needed.
4. Select evaluative instruments. Ease evaluative process by projecting some data needed prior to fact rather than all after.
5. Implement program. Based on above plan rather than randomly as happens while allowing ample freedom for selection of methods, etc. to be used.
6. Continously evaluate and revise.

Provided I was managing a program next year, I think that using the above system would give project personnel and myself a little more direction in which to work.

Our project has been Most profitable and beneficial to our system and to me personnaly. In reviewing guidance programs with others from all over the state, it is quite evident that we are more advanced and our program more timely than others. The state's new graduation requirements has been met in the area of career guidance and the staff prepared. The CRT data indicates that the system is doing a better job in this area. The parents and community persons readily agree that the program is needed. Students respond to all facits of the program with interest and enthuseasm. Teachers believe in the program. In all, I feel we have experienced a very profitable year.

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THE GEORGIA COMPREHENSIVE K-14
CAREER GUIDANCE MODEL

INTRODUCTION

Data obtained from a statewide needs assessment in 1975 involving 6,000 students, grades 7-12, showed that: more should be done to help students improve relations with peers and parents; there is a need for better work preparation; more understanding as to adult legal responsibilities, such as income tax and auto insurance is needed; more help in developing learning habits and skills useful throughout life is needed; and more assistance is needed in the area of self development. This and many similar needs were expressed by at least 75 percent of the students involved in the needs assessment. These responses by our students verify results on studies done nationally and in subsequent investigations by individual school systems in Georgia.

Although we often claim to be meeting many of these needs, we apparently are not, at least from the student's point of reference.

It is the belief of the Committee for Guidance in Career Education that career education can address these needs. We also feel that a viable career guidance program is an absolute necessity and that an approach such as the one presented as follows is most appropriate.

The Georgia Comprehensive Career Guidance Model addresses itself to the life career development needs of students. The model varies slightly with different levels because student's needs vary as they grow and develop.

The major purpose of this model is to involve not only the school counselor in helping meet student life career development needs but also the school administrators, classroom teachers, and community in this process. The major idea here being that guidance may be more effective at preventing problems than healing social and emotional difficulties and that the whole school staff should be involved in the guidance effort. not just the school counselor.

GLOSSARY OF CAREER EDUCATION/CAREER GUIDANCE TERMS

Life career development - a life-long process consisting of the roles, settings and events one plays or phases one experiences throughout life; e.g., infant, sibling, daughter, student, part-time employee, worker, consumer, husband, club president, church member, retired person.

Career guidance - a sequentially coordinated series of processes which facilitate one's life career development; e.g., classroom units on occupations, parent training, interpersonal effectiveness groups, individual occupational experience and exploration.

Infusion or fusing - teaching students the importance of and proper use of career education/development processes, i.e. decision making, through existing curricula or vice versa. In this way career education avoids the certain death of becoming an "add on." For example, after having discussed why Hitler didn't attack England or why Lincoln signed the Emancipation Proclamation, the history teacher could have the class explore the information these leaders used in their decisions and the values each had which lead to their decisions. Decision making and values clarification exercises would be utilized at some point so that both these concepts could be personalized and internalized by students.

Interlocking - refers to the interrelating of academic subject matter, vocational training and the student's career goals, e.g., concepts used in math are used in metal working class; focuses on shared responsibilities of all educators through interdisciplinary planning and execution of

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career education processes.

Life career planning - involves the development of skills needed to make informed, valid decisions based on one's value system; to explore one's abilities, values and interests; to explore career options; to develop a sense of planfulness and future orientation; and to set realistic goals.

Interpersonal effectiveness - consists of the development of positive feelings toward oneself and others; develop understanding of the need for cooperation with others; developing an acceptance of others; developing a sense of ownership and responsibility for one's actions.

Work and life skills - those skills which are emphasized in social studies, mathematics, vocational education, fine arts, language arts, health education and consumer education; include the ability to read, write and compute; developing and maintaining good health; buying, selling and producing; the ability to find and keep a job; the ability to be a capable parent; the knowledge necessary to be a good citizen.

Career education - for the purposes of the paper, the State Board of Education definition of career education will be used. Career education is defined as those processes which facilitate a student's life career development.

--Needs-based - in that it recognizes student, staff and community expressions of need.

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--Comprehensive - in that it attends to a spectrum of interrelated aspects of the student's development, including interpersonal effectiveness, life career planning and work and life skills.

--Curriculum-based - in that it provides means of infusing career development concepts and materials into the existing curriculum, or into special units, courses or mini-courses as appropriate. These career development concepts are competency based in the sense that they require performance criteria.

--Systematic - in that the processes are planned and implemented on a regular cycle from needs assessment to planning to implementation to evaluation to re-assessment.

--Developmental - in that goals and objectives for various grade levels and classroom disciplines are based on sound theories of psychological, physiological and career development.

Georgia has shown enthusiasm for the career education movement as evidenced by the role it has played in career education since 1972. This guidance model differs from career development programs sponsored previously in our state in that the elementary counselor is the center of the program rather than taking a peripheral role. According to this model, the counselor will take a central role in helping teachers understand how to infuse guidance techniques into their ongoing curriculum in addition to managing their guidance programs.

Georgia school systems have as great a variety of programs for grades 7-12 which could be considered as falling under the umbrella of career education as in any other state. This is evidenced by the existence of such programs as the

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Program of Education and Career Exploration (PECE) and Coordinated Vocational and Academic Education (CVAE), Diversified Cooperative Training (DCT) and Distributive Education (DE), to mention some of them. However, these efforts in some instances are fragmented into a number of pieces focusing on special interests of "special" students. While many teachers give little attention to career education outcomes, there are isolated incidences of "regular" classroom teachers who frequently involve their students in career development activities. Too often guidance personnel function in a crisis oriented, piece-meal fashion. As a result, some needs of some students are well met while many needs of a large segment of the student body go unattended.

All of these efforts are valuable and are concerned with the "total" development of the student, but in reality they attend to separate developmental components and often do so in a vacuum. That student needs still go unmet is evidenced by data from national studies and, most clearly for Georgia students, in a statewide needs assessment conducted through a federally funded career guidance project in Georgia during the 1974-75 school year.

The data obtained from the Georgia needs assessment provided University of Georgia personnel and Georgia Department of Education staff an empirical base for devising the career guidance domains and concomitant goal statements for the 7-12 component. These goals are listed in Figure 1.

The Asche Matrix which was developed from the work of Tennyson, Klaurens and Hansen at the University of Minnesota was used as the basis for developing the goals of the elementary portion of the guidance model. Twenty goals were taken from the Asche/Tennyson Matrix. A copy of this matrix may be found in Figure 2. In addition to these twenty goals, ten goals were taken from the University of Georgia Career Guidance Goals.

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Upon adoption/adaptation of the career guidance goals as conceptualized in Figures 1 & 2, a school system can then begin to assess current program goals, processes and outcomes in relation to desired goals. Identified gaps in existing offerings can provide data for reviewing and improving the career guidance program. A systematic procedure for program planning, and development and implementation, such as that presented in Figure 2 is recommended.

A quality control system, such as that depicted in Figure 3, can insure that the career guidance program employs a team approach and that it utilizes a variety of strategies and techniques to deliver needed assistance. Such an approach can serve to remove guidance from the guidance office per se and

Figure 1

Georgia Career Guidance Goals

DOMAIN: INTERPERSONAL EFFECTIVENESS

GOAL: Students will develop effective human relations skills (Human Relations Skills)

GOAL: Students will more appropriately and effectively relate to significant others, such as parents, teachers and peers (Relating to Significant Others)

GOAL: Students will develop feelings of self confidence, independence and self identity (Self Validation)

DOMAIN: WORK AND LIFE SKILLS

GOAL: Students will develop competencies required in daily living which will help them lead more responsible, productive and satisfying lives (Daily Living)

GOAL: Students will develop skills which will lead to full and satisfying employment (Employability)

GOAL: Students will develop an awareness of their leisure and work interests, along with the expectations, responsibilities and opportunities inherent in each (Work & Leisure Environments)

DOMAIN: LIFE CAREER PLANNING

GOAL: Students will develop decision making skills, acquire awareness of their own value systems, and goal setting skills leading to appropriate life career planning (Life Career Planning)

GOAL: Students will develop study, participation and academic skills necessary for a positive, productive participation in their educational environment (Educational Environment)

GOAL: Students will develop a greater level of self understanding through improvement of self appraisal skills (Self Understanding)

ASCHE/TENNYSON MATRIX

WORKING MODEL

Figure 2

K-3 A	4-6 B	7-9 C	10-12 D
		I. SELF	
Differentiation and awareness of self	1. Development of an effective self-concept	1. Reality testing and clarification of self-concept in vocationally relevant settings	1. Reality testing and clarification of the self-concept in real and simulated work settings
2. Objectification of self before others, i.e. ability to present self objectively to others	2. Continued objectification of self	2. Acquiring a sense of independence and self-determination	2. Assuming responsibility for self determination
3. Acquiring a sense of agency, i.e. personal control over environment	3. Acquiring additional and more complex interpersonal skill patterns	3. Increasing interpersonal skills	3. Increasing interpersonal skills through interaction with adults in the community & youth of different ages and relating to careers
4. Acquiring basic interpersonal skill patterns	4. Awareness of humaness and valuing human dignity	4. Awareness of life styles and their economic implications	4. Awareness of life style preferences
5. Acquiring respect for other people and the work they do	5. Utilization of leisure time activities as feedback source for developing self-concept	5. Relating leisure time preferences to life style	5. Increasing awareness of economic implications of different life styles
		II. WORK AND OCCUPATIONS	
1. Acquiring appropriate work habits	1. Awareness of the dominant and co-cultural values of work as related to individual values	1. Developing a work value system	1. Increasing knowledge of and competency in work settings through exploration, participation in simulated and actual work settings and skill development courses
2. Awareness of basic concepts of work and leisure		2. Acquiring knowledge of occupations and work settings through exploration and participation	
Acquiring knowledge about and identification with people as workers	2. Increasing knowledge about people as workers	3. Acquiring knowledge of vocational resources	2. Increasing knowledge of vocational resources and awareness of vocational paths
	3. Awareness of the interrelationships between work roles and leisure	4. Awareness of career alternatives and their implications, i.e. economic, life style, educational	
4. Beginning awareness of economic factors affecting self, family, school and community	4. Beginning awareness of the role of work in the economy and interrelationships between work roles and the reward system	5. Assumption of responsibility for career planning	3. Increasing knowledge of economic implications of alternative career paths
		III. EDUCATION	
1. Awareness of importance of learning	1. Increasing awareness of subject matter relevancy through application to home, community, and specific worker examples	1. Application of subject matter in a career context in simulation and actual work settings	1. Increasing application of knowledge in simulated and actual work settings
2. Development of a positive attitude toward learning	2. Beginning awareness of educational alternatives	2. Awareness of educational alternatives and relationship to potential careers	2. Increasing knowledge of educational alternatives and relationship to potential careers
3. Awareness of the relevance of subject matter in home and community			3. Development of necessary competencies for continuing education
		IV. DECISION MAKING	
1. Awareness of choices and their consequences	1. Awareness that one's life is influenced by decision made by self and others	1. Increasing decision-making competency through experience in making basic decisions in both simulated and actual work settings	1. Development of ability to implement realistic post-school decisions
Awareness of basic problem solving techniques	2. Increasing awareness of decision-making processes and their influences on self and others	2. Formulation of educational and career hypotheses and formative evaluation of potential consequences	2. Reformulation and clarification of educational and career hypotheses
	3. Developing competency in basic prohlem solving situations		

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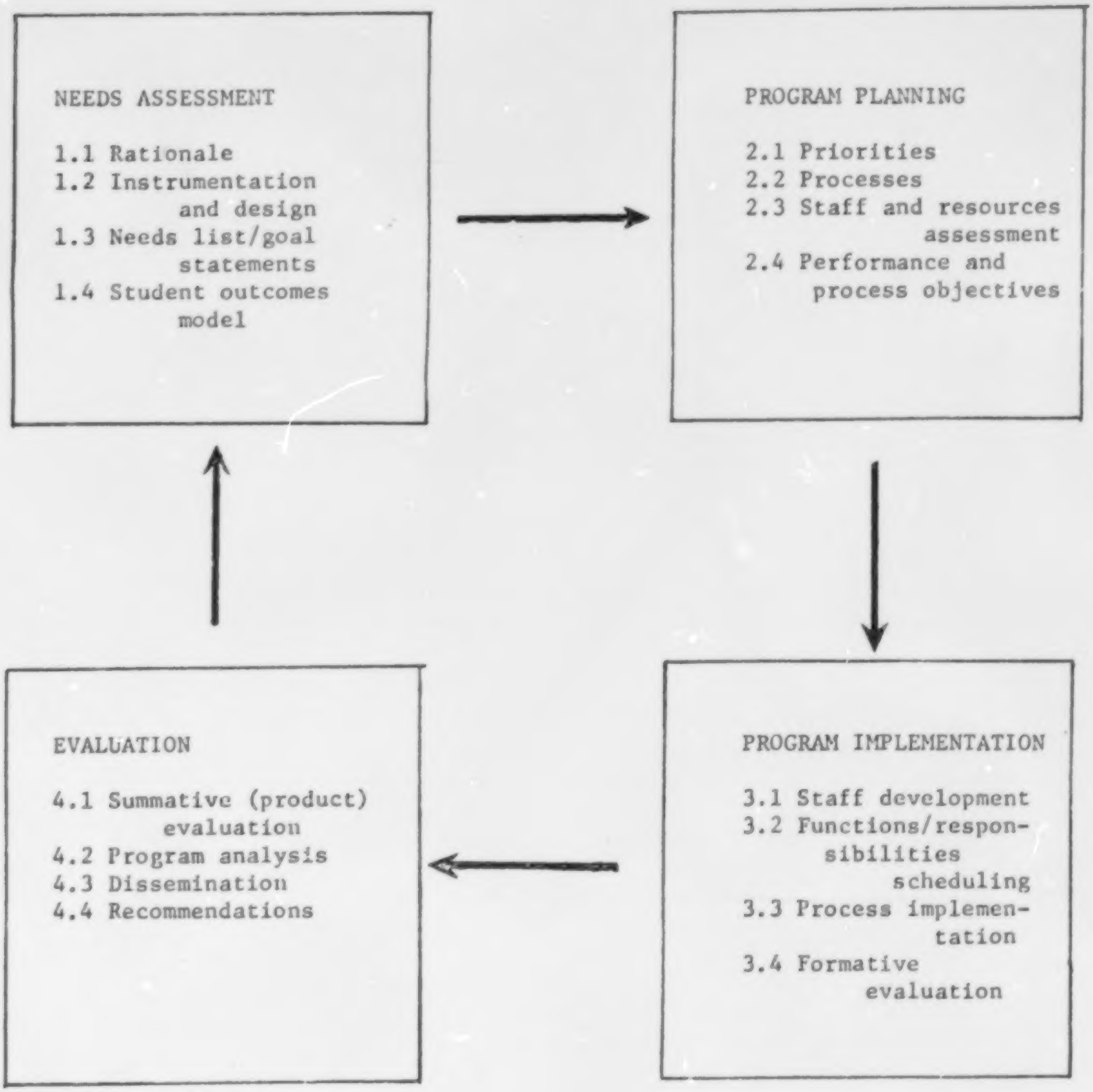
Figure 3

Systems Model for Program Planning and Management


NEEDS ASSESSMENT
1.1 Rationale
1.2 Instrumentation and design
1.3 Needs list/goal statements
1.4 Student outcomes model
PROGRAM PLANNING
2.1 Priorities
2.2 Processes
2.3 Staff and resources assessment
2.4 Performance and process objectives
PROGRAM IMPLEMENTATION
3.1 Staff development
3.2 Functions/responsibilities scheduling
3.3 Process implementation
3.4 Formative evaluation
EVALUATION
4.1 Summative (product) evaluation
4.2 Program analysis
4.3 Dissemination
4.4 Recommendations

require that it involve school administrators, classroom teachers, students, business community representatives and parents, along with guidance staff, in the process of meeting career development needs of students. The processes listed in this quality control system (Figure 4) are defined as follows:

--System Support Services - Indirectly meeting needs of students through testing, orientation, staff development and other such continuous activities. Counselors would take a leading role here.

--Individual Development Responsibilities - Assigning each student to a staff member, including administrators, who will know him personally. This staff person will help the student gather information, develop confidence and self understanding, and assume personal responsibility which lead to more appropriate life career planning, including course selection. All staff members could be involved and have responsibility here.

--Curriculum-based Strategies - Include activities in regular classes, special groups or classes and coordinated community experiences. This would be done for the most part by classroom teachers, but would involve counselors in the implementation of special units, group activities or mini-courses.

--OnCall/Responsive Services - Individual and group sessions for crisis situations, information/advisement, parent consultations which could take place in classrooms, community agencies, the career guidance center or homes. This would be done for the most part by counselors and paraprofessionals because paraprofessionals are not provided in the elementary or adult components, the counselor would accept the major responsibility for these activities.

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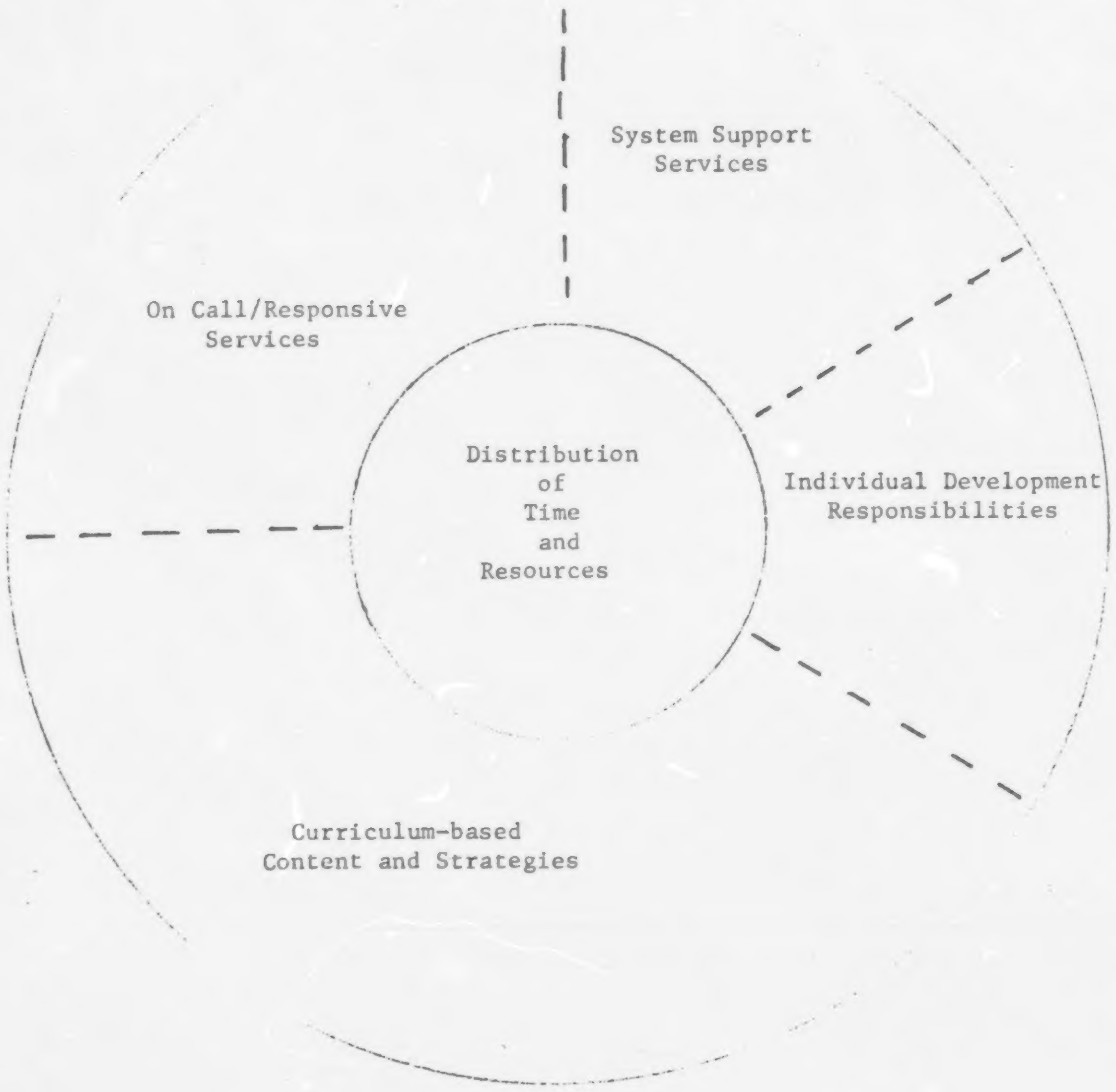
Figure 4

Career Guidance Processes: A Quality Control System


System Support Services
On Call/Responsive Services
Distribution of Time and Resources
Individual Development Responsibilities
Curriculum-based Content and Strategies

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If career education is the blending of basic work and life skills with specific, traditional curricula, then career career guidance is the facilitator of this fusing process. At the same time career guidance is a distinct curricular area in itself. For example, those areas considered to be career guidance content, such as values clarification and interpersonal communications skills can be infused into the regular curriculum to the point of being unrecognizable as a distinct subject area or such topics can be treated as a distinct subject area, as in a human relations class.

Figure 5 illustrates how those topics considered to be under the heading of career guidance can be interrelated with career education emphases. Although some goal areas are more closely associated with one area (career guidance or career education) than another, there is an area of equal size in which both career education and career guidance share responsibility. A variety of individuals, including teachers, community representatives, parents and counselors, must contribute to meeting needs, especially in these areas of shared responsibility.

In keeping with the demand for a comprehensive, developmental program of career guidance, Figure 6 is offered as an illustration of the types of career education and career guidance processes which such a program might employ at various grade levels. Those processes listed are by no means exhaustive, but are representative. They are included to illustrate the relationship between career guidance and career education, the degrees of direct or shared responsibilities which are necessary and the developmental progression which should be observed in sequencing such strategies. A guidance paraprofessional can play an important role in the implementation of these processes in the high school.

Figure 5

CAREER EDUCATION AND CAREER GUIDANCE
LIFE CAREER DEVELOPMENT EMPHASES

CAREER EDUCATION

Areas of Emphasis

CAREER GUIDANCE

Areas of Emphasis

SHARED RESPONSIBILITY

WORK AND LIFE SKILLS

Daily Living Skills
- Consumer Skills
- Civic and Community Responsibilities
- Home and Family Responsibilities

Employability Skills
- Employment Preparation
- Job Seeking Skills
- Occupational/Educational Knowledge

Work and Leisure Environments
- Work Expectations and Responsibilities
- Recreation and Leisure Interests
- Work World Structures

Educational Environment
- Study/Learning Skills
- Participation/Involvement Skills
- Basic Academic Skills

LIFE CAREER PLANNING AND INTERPERSONAL EFFECTIVENESS

Planning Skills
- Decision Making Skills
- Values Clarification and Development
- Goal Setting Responsibilities

Self Understanding
- Self Appraisal Skills
- Competency Development
- Personal Development Responsibilities

Human Relations Skills
- Trust and Intimacy
- Expressive and Assertive Skills
- Affiliation and Acceptance

Relating With Significant Others
- Parent Relationships
- Peer Relationships
- Teacher Relationships

Self Validation
- Confidence
- Independence
- Identity

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Implementation Responsibilities
for
Representative Life Career Development Processes, K-12*

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DEVELOPMENTAL CONTINUUM

12

INSTRUCTIONAL EMPHASES (Career Education)	PRIMARY RESPONSIBILITY		GUIDANCE EMPHASES (Career Guidance)
Basic Work & Life Skills			Life Career Planning & Interpersonal Effectiveness
Classroom career units	Teacher	Counselor	Self awareness groups
Fusing activities	T - C	C - T	Classroom self awareness activiti
Basic skills content	Teacher	Counselor	Interpersonal skills group
Humanities content	Teacher	C - T	Classroom interpersonal activities
Fine arts	Teacher	Counselor	Counseling groups & individuals
Field trips	Teacher	Counselor	Parent consultation
Interlocking activities	T - C	Counselor	Teacher consultation
Fusing activities	T - C	C - Para	Assessment (Individual & group)
Classroom career units	T - C	Para	Record-keeping
Basic skills content	Teacher	C - T	Values clarification activities
Humanities content	Teacher	C - T	Decision making activities
Fine arts	Teacher	Counselor	Group & individual counseling
Field trips into	Teacher	C - T	Individual & group planning
community		T - C	Personal development
Visits to school by community reps.	T - C	T - C	Interpersonal relations activities
Vocational courses	Teacher	C - T	Parent consultation
Career exploratory classes	T - C	Counselor	Teacher consultation
Classroom career units	Teacher	C - T - Para	Individual & group career exploration activities
Basic skills content	Teacher		
Mini-prevocational programs	Teacher	C - T	Values clarification activities
Extra curricular clubs	T - C - Para	Para - C	Career guidance center
Fine arts	Teacher	C - Para	Staff development
Mini courses	T - C - Para	C - Para	Community information & placement
(e.g. career planning)		C - T - Para	Appraisal
Community surveys	Para	Counselor	Group & individual counseling
Humanities content	Teacher	C - T	Planning & decision making
Vocational co-op programs	Teacher	C - T	Self acceptance activities
Fusing activities	Teacher	Para	Record keeping
Interlocking	Teacher	Counselor	Supervision of peer counseling
activities		C - T	Interpersonal skills activities

*A significant degree of community involvement, i.e. parents and business representative is required in and out of the school for successful implementation.

T=Teacher
C=Counselor
Para=Paraprofessional

A career guidance program which is viable and effective will consist of at least the following components:

--*Needs Assessment* - This should involve student, staff and community, including parents and business leaders, with properly weighted emphasis on student data. A number of instruments, both descriptive and statistical, can be used. The *Career Maturity Inventory*, the *Assessment of Career Development* and the *Georgia Career Guidance Card Sort* are recommended for use in grades 7-12. The latter instrument has been found to be quick and student-involving while yielding concise information relative to student needs. A *Student Needs Assessment*, *Classroom Environment*, *Guidance Services Questionnaire* are provided as needs assessment instrument for the elementary component. Needs assessment instruments developed for the adult component include an *Inventory of Program Functions*, an *Inventory of Staff Resources for Career Development and Personnel Services* and a *Comprehensive Counseling and Personnel Services Program Assessment Instrument*.

--*Program Planning and Development* - This requires the involvement of a corps, or team, of teachers, counselors and administrators who study and rank by priority the needs data; identify goal areas (perhaps, adapting/adopting the Georgia Career Guidance Goals) based on need priorities; identify career education/career guidance program gaps relative to student needs; assign tasks to staff; plan staff development based on student and staff needs; prepare specific student and staff objectives; and oversee and facilitate the implementation of the objectives. Determining who does what, to whom, at what time is one of the biggest problems to be dealt with. To manage this requires extensive cooperative planning, open communication and constant supervision. A management plan similar to the one shown in Figure 7 should be adopted or adapted to insure an organized, systematic operation to implementing career guidance processes. Again, the procedures included in Figure 6 are not inclusive, but are merely representative of all activities which should take place. These activities should occur in a circular 12-18 month cycle beginning with a re-assessment of needs and re-ordering of priorities based on previously obtained outcome data. A recommended time line for guidance for these projects may be found in Figure 8. The portion of the chart which refers to the development of a career guidance center applies only to the 7-12 component of the project. The rest of the chart applies to the total program.

--Staff Development - Staff development should be planned, coordinated and conducted as a team effort by administrators, counselors and teachers and should be implemented on a continuous basis. Topics to be covered should be chosen based on priority needs and goals. As staff task assignments are made, knowledge and skill needs are established. The most efficient and impactful staff development programs will consist of approximately four hours after school per month throughout the year. Some summer training would add to the effectiveness of the program. Content of the training should be based on skill needs of staff in terms of task assignments. Faculty participating in staff development might receive a stipend, course credit, continuing education units or State staff development units (SDU's), which

Figure 7

Basic Management Procedures
Recommended for Meeting
Career Guidance Needs of Students

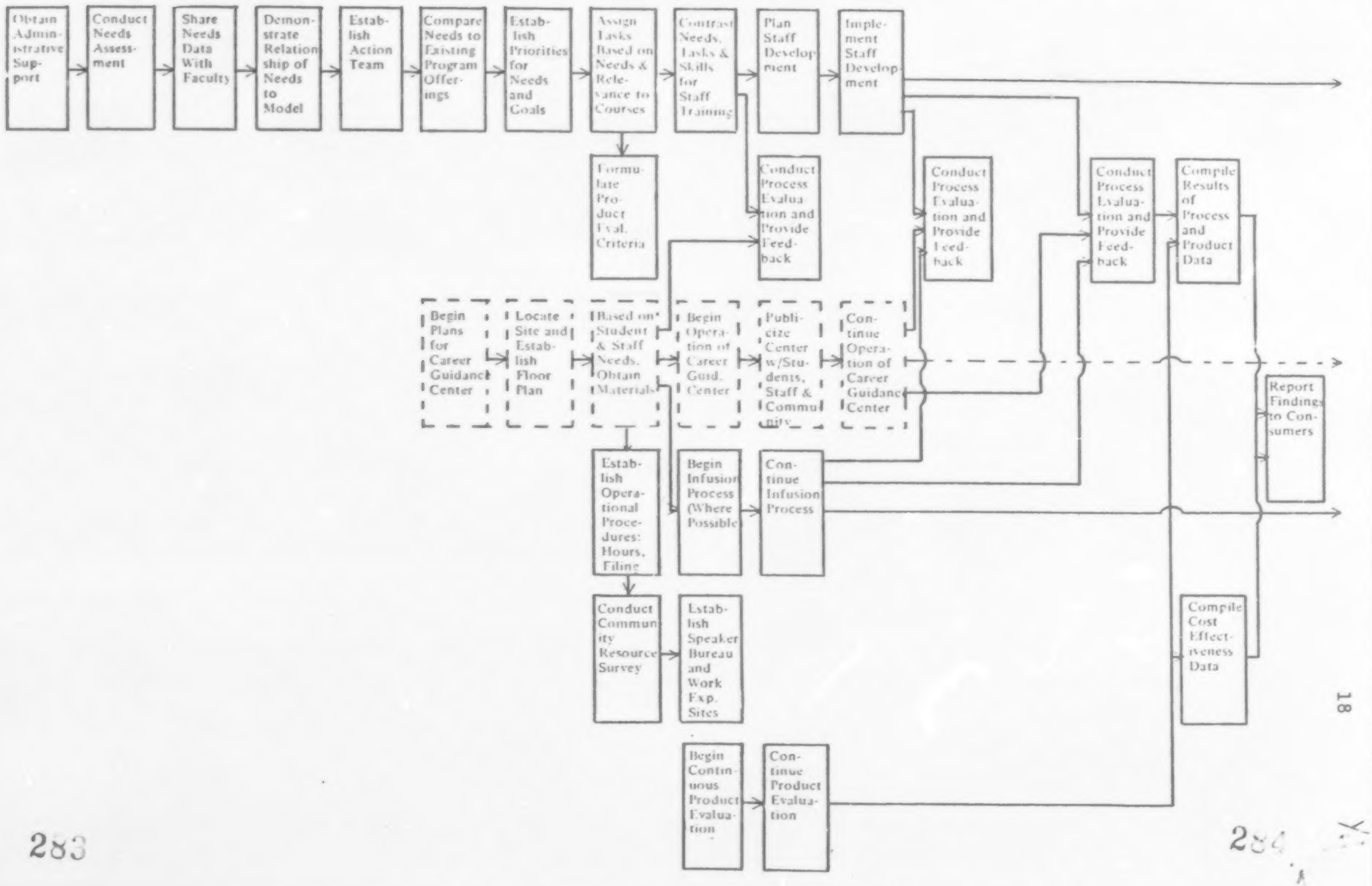
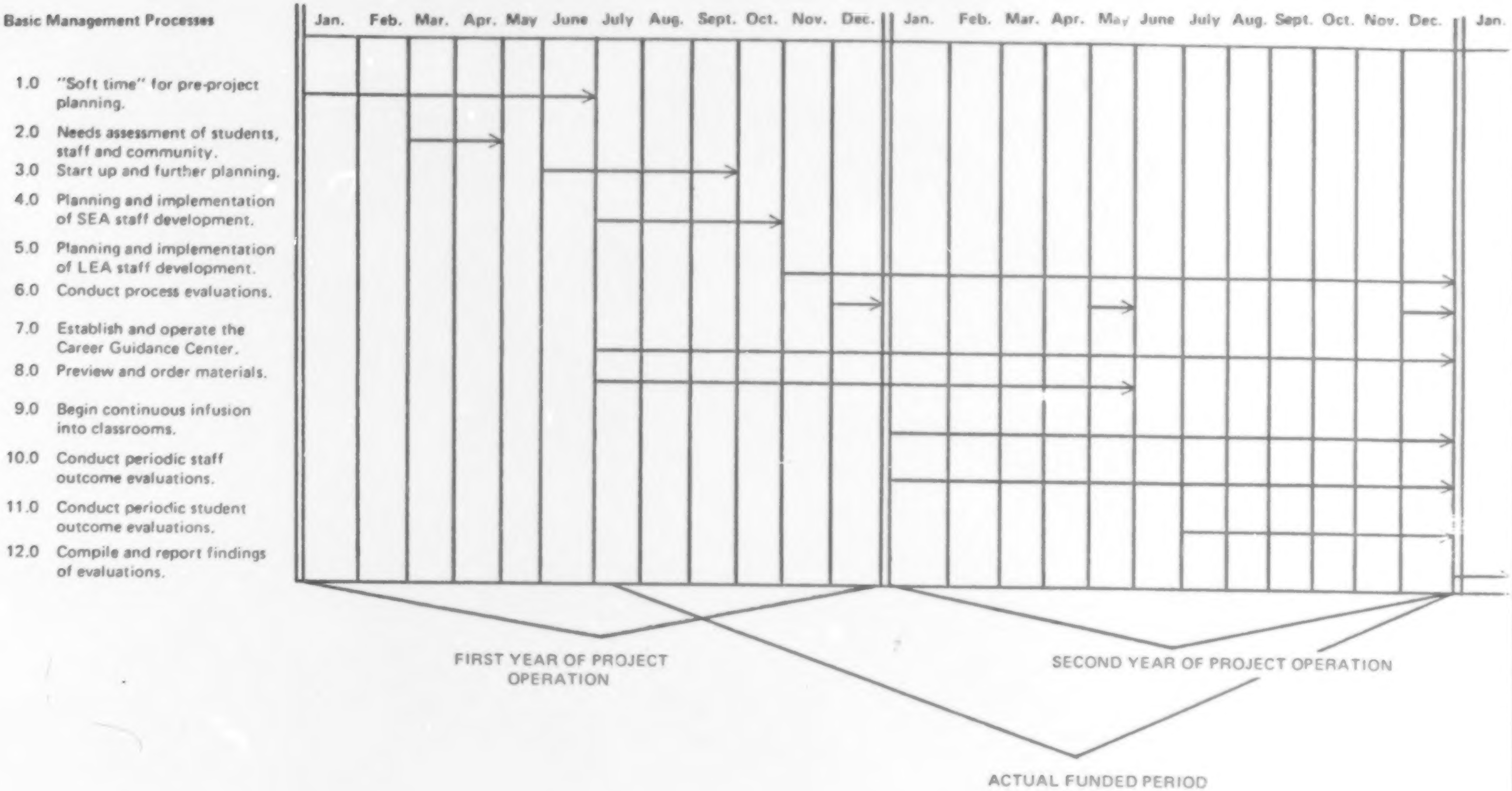

Obtain Administrative Support
Conduct Needs Assessment
Share Needs Data With Faculty
Demonstrate Relationship of Needs to Model
Establish Action Team
Compare Needs to Existing Program Offerings
Establish Priorities for Needs and Goals
Assign Tasks Based on Needs & Relevance to Courses
Contrast Needs, Tasks & Skills for Staff Training
Plan Staff Development
Implement Staff Development
Formulate Product Eval. Criteria
Conduct Process Evaluation and Provide Feedback
Conduct Process Evaluation and Provide Feedback
Conduct Process Evaluation and Provide Feedback
Compile Results of Process and Product Data
Begin Plans for Career Guidance Center
Locate Site and Establish Floor Plan
Based on Student & Staff Needs, Obtain Materials
Begin Operation of Career Guid. Center
Publicize Center w/Students, Staff & Community
Continue Operation of Career Guidance Center
Report Findings to Consumers
Establish Operational Procedures: Hours, Filing
Begin Infusion Process (Where Possible)
Continue Infusion Process
Conduct Community Resource Survey
Establish Speaker Bureau and Work Exp. Sites
Compile Cost Effectiveness Data
Begin Continuous Product Evaluation
Continue Product Evaluation

Figure 8

RECOMMENDED TIME LINE
FOR
CAREER GUIDANCE PROJECTS


Basic Management Processes
Jan.
Feb.
Mar.
Apr.
May
June
July
Aug.
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
Mar.
Apr.
May
June
July
Aug.
Sept.
Oct.
Nov.
Dec.
Jan.
1.0 "Soft time" for pre-project planning.
2.0 Needs assessment of students, staff and community.
3.0 Start up and further planning.
4.0 Planning and implementation of SEA staff development.
5.0 Planning and implementation of LEA staff development.
6.0 Conduct process evaluations.
7.0 Establish and operate the Career Guidance Center.
8.0 Preview and order materials.
9.0 Begin continuous infusion into classrooms.
10.0 Conduct periodic staff outcome evaluations.
11.0 Conduct periodic student outcome evaluations.
12.0 Compile and report findings of evaluations.
FIRST YEAR OF PROJECT OPERATION
SECOND YEAR OF PROJECT OPERATION
ACTUAL FUNDED PERIOD

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can be used to renew certification. Some faculty members will become involved in staff development simply out of interest and dedication.

A number of resource packages have been developed for use in staff development programs. Focusing on such topics as human relations training, employability skills and daily living skills, these packages are highly recommended for use in local staff development programs. Further information on these training packages is available from the Guidance, Counseling and Testing Unit of the Georgia Department of Education. All desired outcomes of the staff development program cannot be achieved in one academic or calendar year.

A set of classroom infusion units related to the nine goal areas along with a methods guide and packages for use in staff development have been developed for use with the elementary component of the project.

In addition to these resources, a list of suggested commercial materials can be obtained from the Department of Education.

--Career Guidance Center (CGC) - This facility, which can be the "nerve center" for the 7-12 program, should be centrally located with easy student access and should be similar in size to a classroom. The CGC can be used for activities such as the following: individual and group information searches by students; presentations to students by community representatives; student discussion groups on topics such as parenthood, career planning, peer conflict.

The CGC should contain materials and equipment to be used specifically for occupational, educational and self aware-

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ness and planning activities. These materials can be cross catalogued with those in the media center and those which are available through programs such as the Program for Education and Career Exploration (PECE). All purchases of materials should be based on student and staff needs. Placement in paid and non-paid work experience sites can also take place through the CGC. This function, as well as others, obviously will require considerable cross-program coordination. The placement activities and the visits to the school by community representatives, along with field trips by students, will necessitate a strong community liaison.

The CGC should be a busy, flexible facility which can accommodate a number of activities simultaneously. It should be staffed by a paraprofessional who is trained as a career resource coordinator to implement a number of tasks which will occur in and around the CGC.

--Individual Advisement System (IAS) - Students often express the need for developing a better understanding of self while parents express the desire for someone in the school who knows their children on a personal basis. These are two goals of an IAS. Such a method, where teachers are assigned students for the duration of the students' school careers, is very well accepted by community persons, educators and students. This is a program which is being suggested for the 7-12 component of the project. The variety of ways in which an IAS can be implemented would require much more space than allowed here, however, materials and consultative services on the IAS are available from the Guidance Unit of the Georgia Department of Education.

--Budget - In planning the budget for a career guidance program, provisions should be made for: purchase and scoring of needs assessment and evaluation instruments, materials for student and staff utilization, equipment for student and staff utilization, some rennovation or room modifications, staff development (stipends, etc.), printing, travel, contracted services and salaries (part-time).

Budgets should reflect efforts toward combined funding, i.e. State and local staff development funds; Title IV-C funds; Part D, Vocational Education funds. All purchases should be made in light of student and staff needs and objectives for the program.

--Evaluation - As plans for a program are developed, means of evaluating the extent to which activities and components of the project (process) are being implemented and the affect on student behavior of these activities. Specific objectives should be written for all activities.

Evaluation should serve two purposes: to determine what processes are taking place and to determine what the effects of these processes are. In this way evaluation is a formative, continuous procedure which is a helpful, growth process, which can help in making enroute changes. Evaluation also provides summative data in terms of outcomes, or products. Plans for evaluation should be an integral part of the planning

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for the total guidance program from inception. This would include writing specific objectives for all activities. Plans for evaluation should also include the use of standardized instruments, such as the Career Maturity Inventory or the Assessment of Career Development in a pre/post assessment manner in order to detect changes in student attitude, behavior or knowledge. Also, questionnaires, surveys, interviews and standardized instruments can be used to determine the effects of processes or procedures. The Georgia Career Development Criterion-referenced Test may be used to evaluate the effectiveness of portions of the elementary component. The occurence of positive "side effects" or "fringe benefits" might be determined, including reduced absences, fewer dropouts, improved grade averages and fewer disciplinary problems.

As mentioned above, specific outcome, product or performance, objectives can also be written for each task and criteria set for determining achievement of the task.

REPRESENTATIVE CAREER GUIDANCE ACTIVITIES

Through the various components and processes mentioned earlier, activities such as the following will take place:

1. Teacher in-service training which varies in length from one day to nine months and varies in subject matter from self exploration to daily living skills.
2. Teachers and counselors cooperatively leading group exercises on topics such as values exploration and decision making.
3. Students participating in discussion/activity groups on topics such as conflicts with parents, decision making and consumer skills in classes and in the Career Guidance Center (CGC).

4. Students obtaining avocational, occupational and educational information, as individuals and in groups, in the community, in the CGC or in classes.
5. Students exploring occupational or educational interests through visits to the school by community representatives or through visits into the community by students.
6. Students working with a teacher/advisor who will facilitate the student's progress throughout his/her school career.
7. Faculty members referring students to the CGC as individuals or in groups for information searches; work on topics relating career guidance and traditional subject matter; or special activities, including human relations training sessions and life career planning groups.
8. Teachers being trained in the use of and, in turn, utilizing career guidance concepts, materials and methods in their classes.
9. Representatives from business, industry and government agencies making presentations on the vocations and avocations to students in the CGC and in classes.
10. Students being placed in various work experience settings, paid and non-paid, through the CGC.
11. Counselors working with groups of parents using Parent Effectiveness Training materials.

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POSSIBLE OUTCOMES
OF
CAREER GUIDANCE ACTIVITIES

1. The needs of a greater number of students can be serviced through this curriculum-based approach.
2. Students, staff and community can have input into the program through expressing their needs and by working together to address these needs.
3. Both the community and school can achieve higher levels of visibility and credibility with each other and with students.
4. Improvement in teacher and student morale.
5. Attendance can improve in classes which include such activities.
6. Teachers, administrators and parents can experience new insights into student needs and concerns.
7. A cooperative effort among teachers in various disciplines and grade levels can occur where little occurred previously.
8. Teachers understand, are "sold" on, and utilize career education/ career development methods and materials to a much greater degree.
9. Participating school systems can have access to materials and methods which they heretofore did not.
10. Staff development programs can be supplemented or revitalized where little in-service activity was taking place.
11. There is some evidence that students involved in career guidance activities show improvement in the areas of self understanding and self confidence, career planning skills and attitudes toward work.
12. A systhesis of State funding sources can be effected.

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ELEMENTARY COUNSELOR
JOB DESCRIPTION
Oak Grove Elementary School

I. Testing
  A. ITBS
  B. Metropolitan Achievement
  C. Metropolitan Readiness
  D. Slosson
  E. Wide Range Achievement

II. One to one counseling
  A. Students
    1. Academic
    2. Personal
  B. Teachers
  C. Parents
    1. In School
    2. At Home
III Staff Development
IV Record Keeping

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I. Testing

The counselor at Oak Grove Elementary School serves as the Testing Coordinator between the county Testing Director and the school. The school year 1976-77 will require the coordination of two standardized test: the randomly-sampled fourth grade level Iowa Test of Basic Skills, the Metropolitan Achievement Test and one Criterion Referenced Test. Levels Primary II, Elementary, Intermediate and Advanced for the Metropolitan were administered during October. The Primary I level will be administered during the spring of 1977. The ITBS was administered during the first month of school. During the spring the Georgia Criterion Referenced Test will be administered to the fourth and eighth grades. The counselor is responsible for interpreting the composite data and making the information available to the teachers. A needs assessment of the present 5th grade was made from the data of tne spring of 1976. The management of the individual student printout data is handled by the counselor.

The testing for placement within the school is channeled mainly through the counseling office. The insturments used so far for this purpose have been the Metropolitan readiness Test; The Slosson Intelligence Test for Children and Adults; the Wide Range Achievement for academic leveling. The administration, interpretation and help with teacher understanding and use of the scores is done by the counselor.

II One to one counseling.

A. Students - The counselor is responsible for dealing with the students that come on their own or who are referred by staff members. This may take the form of objective counseling, such as dealing with academic problems or it may be subjective in dealing with personal problems. The counselor serves as the initial contact person with the student, diagnostician of the problem involved, and liason for solution of the problem. The solution may require contact with outside agencies, home, other students, teachers or administration. Punitive discipline is not the function of this job.

B. Teachers - The teacher may require the counselor's assistance in dealing with their interpersonal relations with students. The teachers may also contact the counselor for help with academic needs such as strategies for dealing with test taking.

C. Parents

1. At school. The counselor is the contact person at the school when parents need to be involved in helping solve student problems, other than the punitive measures.

2. At home. The counselor serves as the referral person in having the outreach counselor visit in homes for such things as excessive absences or hospital-bound students.

III. Staff Development

The counselor serves as the planning and coordinating person for career-guidance project in the local school. The job requires teaching staff members how to use new materials, carry out new ways of dealing with affective situations and learning new strategies for relating to the total program. This part of the job requires the attendance at planning meetings at the state level as well as the local level. It is the counselor's job to injest the new material and ideas necessary to promote the program and in turn to be able to relate to the local staff the skills necessary for implementing the program.

IV. Record Keeping

It is the job of the counselor to keep the necessary records for planning and carrying through the management of the project in the local school. The counselor works with the records secretary in dealing with intake and output of student transcripts and other school records.

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RESOURCE MATERIALS*

This is a revision of the list of recommended materials which you received earlier from the Guidance and Counseling Unit.

TEST AND INVENTORIES:

Career Maturity Inventory - Crites - (6-12) - CTB/McGraw-Hill, Order Service Center, Manchester Road, Manchester, MO 63011.
Attitude Test--$5.00/pkg. of 85 Competence Test--$16.25/pkg. of 35
Complete Inventory--$20.00

Georgia Guidance Services Inventory - Antenen, et al. - (7-12) - Guidance, Counseling and Testing Unit, Georgia Department of Education, 156 Trinity Ave., S. W., Atlanta, GA 30303.
Free on request

Gordon Personal Profile and Gordon Personal Inventory - Gordon - (9-Adult) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree St., N. E., Atlanta, GA 30309.
Profile Booklet Edition--$6.50/pkg. of 35
Personal Inventory Booklet Edition--$6.50/pkg. of 35

Kuder, Form E, General Interest Survey, Kuder - (6-12) - SRA, Inc., 259 East Erie St., Chicago, IL 60611.
$.85 per student if machine scored

Minnesota Counseling Inventory - Berdie - (9-12) - Psychological Corp., 304 East 45th Street, New York, NY 10017.
Package of 25 booklets--$4.25
10 or more pkgs.--$3.85

Mooney Problem Check Lists - Mooney - (9-12) - Psychological Corp., 304 East Erie 45th Street, New York, NY 10017.
Package of 25--$2.50
Package of 100--$8.80

Ohio Vocational Interest Survey - D'Costa - (8-12) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree Street, N. E., Atlanta, GA 30309.
Re-usable Booklet Edition--$10.50/pkg. of 35
MRC Answer Sheets--$4.00/pkg. of 35
NCS Answer Folder--$5.25/pkg. of 35
Manual for Interpreting--$2.85 each
Directions for Administering--$.50 each
Specimen Set--$1.95 each

TEST AND INVENTORIES: (Con't.)

School Interest Inventory - Cottle - (7-12) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, GA 30324.
$ .35 per student
$19.50 per shipment

Study of Values - (10-12, Adult) - Houghton-Mifflin, Co., 666 Miami Circle, N. E., Atlanta, GA 30324.
$ .48 per student
$24.00 per shipment

Study Skills Counseling Evaluation - Demos - high school - Western Psychological Services, Order Department, 12031 Wilshire Blvd., Los Angeles, CA 90025.
Kit------$7.00
Form-----$6.50/pkg. of 25
Manual---$1.50

Tennessee Self Concept Scale - Fitts - (7-Adult) - Counselor Recordings and Tests, Box 6184, Acklen Station, Nashville, TN 37212.
Regular Form
Test Booklets $.31 each/pkg. of 1-99 copies
$.29 each/pkg. of 100 or more copies
Combination Pack (answer sheets, score sheets & profile sheet)
$.20 each/pkg. 1-99 copies
$.18 each/pkg. 100 or more copies

Vocational Interest, Experience & Skill Assessment (VIESA) - Self-scored inventory - Explore interests, skills and careers while showing interrelationships and options -- (8-12) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
Career Log & Handbook--$13.80 Examination Time---$2.85
User's Handbook--------$ 2.55

FILMSTRIPS, KITS, ETC.:

Career Education Program - Odgers - (Ed.) - Volume I - (K-6) - Volume II - (7-9), Volume III - (10-12) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, GA 30324.
Volume I----$18.00
Volume II---$18.00
Volume III--$18.00

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FILMSTRIPS, KITS, ETC.: (Con't.)

Career Guidance Techniques for Classroom Teachers - Infusion material - (7-12) - Topics as follows: Occupational Information, Working Relationships, Parental Involvement, Tests, Lifestyle, Valuing, Decision Making Skills - Individualized Learning Systems - Department of Continuing Education, P. O. Box 1491, Portland, OR 97207.
Each set--$2.75

Career Insights and Self Awareness Games - (4-8) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, GA 30324.
$36.00

Career Survival Skills - (Level I, 5-8; Level II, 9-12). Comprised of 6 units with 39 exercises. Kit contains manual, spirit masters and transparencies, cassette, career education index, handbook, wall chart and 3 professional books. All deal with concept and skill development for career planning in students. Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, OH 43216.
$49.95

Careers in Focus - Gregg/McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020, (6-12), Kit/Program - Complete kit consists of student manuals and workbooks, film/tapes, teacher's manual and key.
$95.00 per set

Consumertapes - 12 audio cassettes - (9-12) - MacMillan Library Services, 209-B Brown Street, Riverside, NJ 08075.
$109.90

Coping With Series - Wrenn - (9-12) - American Guidance Services, Inc., Publishers Building, Circle Pines, MN 55014.
Complete Reference Set--$20.50
Manual------------------$ 2.40

Counselor's Sourcebook for College Planning - Barre - (11-12) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, GA 30324.
$18.00

Deciding - (7-9) - College Entrance Examination Board, 888 Seventh Ave., New York, NY 10019.
Student Guide---$2.50
Leader's Guide--$2.00

FILMSTRIPS, KITS, ETC.: (Con't.)

Decisions and Outcomes - (10-12) - College Entrance Examination Board, 888 Seventh Avenue, New York, NY 10019.
Student Booklet--$2.50
Leader's Guide---$3.00

Developing Understanding of Self and Others - Dinkmeyer - DUSO Kit D-1 - (K-1), DUSO Kit D-2 - (2-4) - American Guidance Service, Inc., Publishers Building, Circle Pines, MN 55014.
Complete Kit (17 records)--$104.00

Eye Gate Filmstrips - Has a number of filmstrips on all subjects - Eye Gate House, 146-01 Archer Avenue, Jamaica, NY 11435.
Send for a Catalog

Family Problems - (Singer Ed. Division, SVE, 1345 Diversey Parkway, Chicago, IL 60614).
. . . Of Young Teens, 4 filmstrip/cassette - (7-9)
Set of 4 = $42.30
. . . Of Older Teens, 4 filmstrip/cassette - (10-12)
Set of 4 = $42.30

G.R.O.W. Activity Materials - Infusion material - (K-2, 3-6, 7-9, 10-12). Twenty printed lesson plans each set - covers topics such as, employability skills; economic awareness; self awareness. Each set includes staff development guide, Dissemination/Diffusion Section - Division of Vocational Education, Department of Education, Knott Building, Tallahassee, FL 32304.
$3.50 per set

Guidance Associates Films - (See the attached list) - These films listed are available only through our office on a loan basis of no longer than 2 weeks. If you want to know what other films they have, send for a catalog. Guidance Associates, 41 Washington Avenue, Pleasantville, NY 10570.

Guide to Career Exploration - (high school) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree Street, N. E., Atlanta, GA 30309.
$5.25 each

How To Study - Staton - (high school) - American Guidance Services, Inc., Publishers Building, Circle Pines, MN 55014.

Instructor's Guide, post paid--$1.00	Planned Group Guidance
Special Quantity Prices	$2.65 per copy/1-9 copies
$.80 per copy/2-29 copies	$2.40 per copy/10-49 copies
$.70 per copy/30-99 copies	$2.20 per copy/50 or more copies
$.65 per copy/100 or more copies	

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FILMSTRIPS, KITS, ETC.: (Con't.)

Independent Living Series - (includes topics such as "Personal Finance," "Health and Safety" and "Lifestyles") - 7-12. Comes in filmstrip/cassette. Butterick Publishing, P. O. Box 1945, Altoona, PA 16603.
$68.00 each

Job Experience Kits - Krumboltz - (8-12) - SRA, Inc., 259 East Erie Street, Chicago, IL 60611.
$140.00

Keys: Career Exploration Program - (6-Adult) - SRA, Inc., 259 East Erie Street, Chicago, IL 60611.
$106.00

Life Career Game - Boocock - (7-12) - Bobbs Merrill Company, 4300 West 62nd Street, Indianapolis, IN 46268
$35.00

Love and the Facts of Life - (Singer Educational Division, SVE, 1345 Diversey Parkway, Chicago, IL 60614). All sets come in filmstrip/cassette.
. . . Learning about Love and Sex
. . . Growing Up From Childhood to Maturity
. . . Having a Baby
. . . Understanding Your Love Feelings
. . . Who Am I? The Search for Self
All 5 sets/$77.50

Occupational Exploration Kit - (9-12) - SRA, Inc., 259 East Erie Street, Chicago, IL 60611.
$123.00

The Butterick Career Resource Center - (7-12) - filmstrip/cassette. Covers occupational areas such as, merchandising, design promotion, retailing, manufacturing and media - 8 clusters - Butterick Publishing, P. O. Box 1945, Altoona, PA 16603.
$68.00 and $128.00

The Self Directed Search - (9-Adult) - Holland - Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306.
Specimen Set--$2.00
Professional Manual--$3.00
Sets of Assessment Booklets & Occupational Finders
$18.00/pkg. of 25 sets
$70.00/pkg. of 100 sets

FILMSTRIPS, KITS, ETC.: (Con't.)

The Skills Group - infusion material - (7-Adult) - filmstrip/cassette. Center for Humanities, Inc., 2 Holland Avenue, White Plains, NY 10603. Sets are available on the following topics:

Speaking, Listening, Seeing	Life Skills
Study Skills	Decision Making Skills
Interpersonal Relationship Skills	

Prices range from $114.50-169.50 (Recommend ordering a catalog)

The World of Work Kit - Anderson - (7-12) - Webster Division, McGraw-Hill, 30th Floor, 1221 Avenue of the Americas, New York, NY 10020.
Complete kit with 50 stories--$99.00

The Young Consumer - Comes in 6 color and sound filmstrips - (4-8) - MacMillan Library Services, 209-B Brown Street, Riverside, NJ 08075.
$108.00

Values Approach to Career Education - (7-12). Consists of tapes, filmstrips, student and teacher booklets, duplicating masters, games. Can be purchased totally or in part. Educational Achievement Corporation, Box 7310, Waco, TX 76710.
$1,100 Total price

Why Wait Till Marriage - (Singer Educational Division, SVE, 1345 Diversey Parkway, Chicago, IL 60614). Comes in filmstrip/cassette.
. . . Man Is More Than an Animal (10-12)
. . . A More Than Private Affair (10-12)
. . . A Style All Your Own (10-12)
All 3 sets/$47.50

Widening Occupational Roles Kit - (6-9) - SRA, Inc., 259 East Erie Street, Chicago, IL 60611.
$180.00

Yellow Pages of Learning Resources - infusion material - (4-9) - Printed activities on careers. The MIT Press, Ordering Department, 28 Carlton Street, Cambridge, MA 02142.
$1.95/paperback only

PROFESSIONAL RESOURCE BOOKS:**

A Career Development Guide for West Virginia Teachers - West Virginia Department of Education, Title I Coordinator, Capital Complex, Charleston, WV 25305.

A Handbook of Personal Growth Activities for Classroom Use - Hawley - Education Research Associates, Box 767, Amherst, MA 01002.
$5.00

PROFESSIONAL RESOURCE BOOKS:** (Con't.)

A Resource Guide for Career Development in the Junior High School, *A Resource Guide for Career Development in the High School*, Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education, Capital Square Building, St Paul, MN 55101. (1973)

Action Counseling for Behavior Change - Dustin - Educational Publishers, 257 Park Avenue, New York, NY 10010.
$6.50

Affective Education: Strategies for Experiential Learning - University Associates, Inc., 7596 Eads Avenue, La Jolla, CA 92037.
$8.00

Career Education Resource Guide - General Learning Press, General Learning Corp., 250 James Street, Morristown, NJ 17960. (1972)
Send off to company for this guide

Career Information and Development - The Guidance Monograph Series, Set IV - Stone and Shertzer (Ed.) - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, GA 30324.
$11.40

Career Exploration and Planning - Shertzer - Houghton-Mifflin Co., 666 Miami Circle, N. E., Atlanta, GA 30324.
Student Workbook--$1.50
Teacher's Manual--$1.50
Career Exploration and Planning--$5.25

Career Planning Units - Guidance, Counseling and Testing Unit, Georgia Department of Education, 156 Trinity Avenue, S. W., Room 302 Annex, Atlanta, GA 30303.

Changing Children's Behavior - Krumboltz - Prentice-Hall, Inc., Englewood Cliffs, NJ 07232.
$8.95

Clarifying Values: A Handbook of Practical Strategies - Simon, Howe and Kirschenbaum - (7-12) - Hart Publishing Company.

Diagnosing Professional Climates of Schools - University Associates, Inc., 7596 Eads Avenue, La Jolla, CA 92037.
$7.00

PROFESSIONAL RESOURCE BOOKS:** (Con't.)

Directory: A Guide to Colleges, Vocational-Technical and Diploma Schools of Nursing - Georgia Educational Improvement Council, Room 656 Seven Hunter Street Building, Atlanta, GA 30334.
Free on request

Educational Change: A Humanistic Approach - University Associates, Inc., 7596 Eads Avenue, La Jolla, CA 92037.
$9.00

Families - Patterson - Research Press Company, 2612 North Mattis Avenue, Champaign, IL 61820.
$3.50

Fuzzies - Lessor - (Jr./Sr. High, Adult). Deals with choice between alienation and community building. One of series of fables. Argus Communications, 7440 Natchez Avenue, Niles, IL 60648.
$1.95

Group Counseling: A Developmental Approach - Gazda - Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210.
$11.95

Group Counseling: Theory and Practice - Dinkmeyer and Muro - F. E. Peacock Publishers, Inc., Itasca, IL 60143.
$8.00

"Guide for Registration and Scheduling on the Four Quarter System" - Guidance, Counseling and Testing Unit, Georgia Department of Education, 156 Trinity Avenue, S. W., Room 302 Annex, Atlanta, GA 30303.
Free on request

Handbook for Counselors In Georgia Schools - Guidance, Counseling and Testing Unit, Georgia Department of Education, 156 Trinity Avenue, S. W., Room 302 Annex, Atlanta, GA 30303.
Free on request

Human Relations Development: A Manual For Educators - Gazda - Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210.
$10.95

I Am Loveable and Capable (Pamphlet) - Simon - (Intermediate, Jr./Sr. High, Adult). Personnal affirmations as starting point for shaping creative learning environments. Argus Communications, 7440 Natchez Avenue, Niles, IL 60648.
10 copies--$4.00
25 copies--$17.00
100 copies--$25.00

PROFESSIONAL RESOURCE BOOKS:** (Con't.)

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else.- Campbell - (Jr./Sr. High, Adult). Humorous but practical approach to responsible decision making. Argus Communications, 7440 Natchez Avenue, Niles, IL 60648.
$1.95

Instrumentation in Human Relations Training: A Guide to 92 Instruments with Wide Application to the Behavioral Sciences - University Associates, Inc., 7596 Eads Avenue, La Jolla, CA 92037
$10.00

Lovejoy's School Guide - Private Schools - Simon and Schuster, Rockfeller Center, 630 5th Avenue, New York, NY 10020.
Send for copy from school

McKnight World of Work Program - (7-12) - Text, workbook, guide - McKnight and McKnight Publishing Company, Bloomington, IL 61701.
With Motion Picture film--$361.00
Without Motion Picture film--$36.00

Meeting Yourself Halfway - Simon - (Intermediate. Jr./Sr. High, Adult). Thirty-one strategies in self discovery. Argus Communications, 7440 Natchez Avenue, Niles, IL 60648. (Available as kit with spirit masters)
$18.50

Occupational Outlook Handbook - Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
Send for copy from office indicated

Planned Group Guidance - Wrenn - American Guidance Services, Inc., Publishers Building, Circle Pines, MN 55014.
$2.65/1-9 copies, per copy

Positive Classroom Performance - Callagher - Love Publishing Company, Denver, CO 80222.
$2.00

Scales For the Measurement of Attitudes - Shaw & Wright - McGraw-Hill, Order Service Center, Manchester Road, Manchester, MO 63011.
$21.00

School Readiness - Llg and Ames - Harper and Row.
$11.95

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PROFESSIONAL RESOURCE BOOKS:** (Con't.)

Staff Development Program for Promoting More effective Use of Community Resources
in Career Education - Center for Vocational Education, Ohio State University,
1960 Kenny Road, Columbus, OH 43210.
Send to school for copy

Student Drug Abuse - Hozinsky - Love Publishing Company, Denver, CO 80222.
$3.95

The Art of Problem-Solving and The Art of Helping - Carkhuff - Human Development
Press, Box 222, Amherst, MA 01002.
$.95 each

The College Handbook - College Entrance Examination Board, 475 Riverdale Drive,
New York, NU 10027.
2 Volumes/$12.50

The First Five Years of Life - Gesell - The Psychological Corporation, 304 East
45th Street, New York, NY 10017.
$7.25

The Teachers/Advisor System - Hubel. Book of activities for planning and implementing
an advisement system in the secondary school. Kendall/Hunt Publishing Company
2460 Kerper Boulevard, Dubuque, IA 52001.
$4.95

Twenty Exercises for the Classroom (Values) - University Associates, Inc., 7596
Eads Avenue, La Jolla, CA 92037.
$5.00

Why Am I Afraid to Tell You Who I Am? - Powell - (Jr./Sr. High, Adult). Insights
into self awareness and interpersonal communication. Argus Communications,
7440 Natchez Avenue, Niles, IL 60648.
$1.95

Vocational Psychology - Crites - McGraw-Hill, Order Service Center, Manchester Road,
Manchester, MO 63011.
$15.00

* Prices are subject to change.

** You are encouraged to present this list to your school librarian for inclusion on
her order list for the school library.

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2/11/77

RESOURCE MATERIALS ADDENDA SHEET

Career Education Activities for Subject Area Teachers - Infusion material - (9-12) - Lesson plans for all subject areas. Abt Publications, 55 Wheeler Street, Cambridge, MA 02138
$10.00

Clarifying Values Through Subject Matter: Applications for the Classroom - (7-12) - Harmin, Kirschenbaum, Simon - Winston Press, Inc., 25 Groveland Terrace, Minneapolis, MN 55403.
$2.95

What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers - (7-12) - Bolles. Ten Speed Press, Box 7123, Berkeley, CA 94707
$5.45 (Includes shipping)

You the Consumer - Linder/Selzer - (9-12). A workbook/text on consumer skills - William H. Sadlier, Inc., 11 Park Place, New York, NY 10007
Revised Copy - $4.20 (paperback)

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GEORGIA COMPREHENSIVE CAREER GUIDANCE PROJECT

APPLING (Part D)

Project Director:	Dr. Buford Kesler Asst. Supt. of PPS	(912) 367 3646	Appling County Schools Baxley 31513
	Mrs. Jo Ann Shrantz Paraprofessional	367 4626	Appling County High Baxley 31513
	Mark Smith Counselor Coordinator	367 4626	Appling County High Baxley 31513

BACON (Part D)

Project Director:	Lillian K. McCrea Counselor	(912) 632 4062	Bacon County High Alma 31510
	Mrs. Sandra M. Orvin Paraprofessional	632 4062	Bacon County High Alma 31510

BALDWIN (A&A, Part D)

Project Director:	Mr. Joe Owens Asst. Supt. for Instruction	(912) 452 7694	Baldwin County Schools P. O. Box 649 Milledgeville 31061
	Mrs. Gertrude MacMahon Counselor Coordinator	452 0553	Baldwin Vocational School Highway 49 West
	Ann Roesel Paraprofessional	452 2311	Baldwin High South Irwin Street

CHATHAM (Part D)

Project Director:	Mickey George (Acting) Director, PPS	(912) 234 2541	Chatham County Schools 208 Bull Street Savannah 31401
	Shirley Byrd Paraprofessional	964 6511	Groves High School 100 Wheathill Rd. Savannah 31408
	Willie Gwyn Counselor Coordinator	964 6511	Groves High School

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CHEROKEE (Title III)

Project Director:	Mrs. Mimi Jo Butler Counselor	(404) 926 4411 (Home) 428 5172	Etowah High School Putnam Mill Road Woodstock 30188
	Carolyn Burkholder Paraprofessional	479 4112	Cherokee County High Canton 30114
	Susan Schneider Counselor	926 4411	Etowah High School
	Dorothy Sosebee Counselor	974 6682 7255	Oak Grove Elementary Route 4 Acworth 30101

CLAYTON (Part D)

Project Director:	Mrs. Millie Steedley Counselor	(404) 477 0130	Jonesboro Senior High Jonesboro 30236
	Ms. Joyce Berger Counselor Coordinator	477 0130	Jonesboro Senior High
	Maxine Bridges Paraprofessional	477 0130	Jonesboro Senior High

COFFEE (A&A)

Project Director:	Lurlyne Smith Counselor	(912) 384 4201	Coffee High School Douglas 31533
	Marguerite Jane Corbitt Paraprofessional	384 4201	Coffee High School
	George Pryor Counselor Coordinator	384 4201	Coffee High School

COWETA (Part D)

Project Director:	Donald C. Teel Dir. of Instr. Services	(404) 253 3530	Coweta County Schools Newnan 30263
	Mrs. Juanita Byrd Counselor Coordinator	253 3836	Newnan High School Newnan 30263
	Miss Jenett Walton Paraprofessional	253 3836	Newnan High School

CRAWFORD (A&A, Part D)

Project Director:	Dr. Charles H. Hill Vocational Supervisor	(912) 836 3131	Crawford County Schools Roberta 31078
	Hilda Dean Paraprofessional	836 3181	Crawford County High Roberta 31078
	Dianne Moore Sue Ann Thornton Counselor Coordinators	836 3181	Crawford County High Roberta 31078

EARLY (Part D)

Project Director:	John Ledwitch Counselor	(912) 723 3006	Early County High Blakely 31723
	Grace Williams Paraprofessional	723 3006	Early County High

EFFINGHAM (A&A)

Project Director:	Cecil Usher Asst. Supt. for Federal Programs & Personnel	(912) 754 6491	Effingham County Schools Springfield 31329
	Charlene McCracken Counselor Coordinator	754 6404	Effingham County Sr. High Springfield 31329

FRANKLIN (Part D)

Project Director:	Tommy Slaton Counselor Coordinator	(404) 384 4525	Franklin County High Carnesville 30521
	Mrs. June Randall Paraprofessional	384 4525	Franklin County High
	Don Speir Vocational Supervisor	384 4813	Franklin County High

GORDON (A&A)

Project Director:	Mrs. Johnnie P. Gazaway Curriculum Director	(404) 629 7366	Gordon County Schools Calhoun 30701
	Mrs. Marie Burke Counselor Coordinator	629 7391	Ashworth Middle Grades Calhoun 30701

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HALL (Part D)

Project Director:	Jeanette Schacht Counselor	(404) 536 2394	Johnson High School Gainesville 30501
	Carol Webb Paraprofessional	536 2394	Johnson High School
	Douglas Winters Vocational Director	536 6681	Hall County Schools P. O. Box 1397 Gainesville 30501

HART (Part D)

Project Director:	Mrs. Ellen O'Neal Counselor	(404) 376 5461	Hart County High School Hartwell 30543
	Bill Chandler Vocational Supervisor	376 3906	Hart County High School
	Dr. W. Beecher DuVall Counselor	376 5461	Hart County High School

JEFFERSON COUNTY (A&A)

Project Director:	Kenneth C. Kelly Associate Superintendent	(912) 625 30434	Jefferson County Schools Louisville 30434
	Ms. Vicki Smith Counselor Coordinator	625 7764	Louisville High School Louisville 30434
	Mrs. Fran Wren Counselor Coordinator	547 6580	Wrens High School Wrens 30833

MC DUFFIE (Title III)

Project Director:	Roy Yelton Asst. Supt.	(404) 595 1918 1405	McDuffie County Schools P. O. Box 952 Thomson 30824
	Mrs. Billie Drake Counselor	595 3523	Norris Junior High Thomson 30824
	Miss Kathy English Paraprofessional	595 2945	Thomson High School Thomson 30824
	John Hammond Counselor	595 2945	Thomson High School
	Kitty McCants Counselor	595 3523	Norris Junior High
	Jane Pettis Counselor	595 2945	Thomson High School

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NEWTON (Part D)

Project Director:	Michael McLemore Counselor	(404) 787 2254	Newton County Comp. High Covington 30209
	Mary Evans Paraprofessional	787 2254	Newton County Comp. High

PULASKI (Part D)

Project Director:	Mr. B. C. Dixon Vocational Supervisor	(912) 783 2726	Pulaski County Schools Hawkinsville 31036
	Mrs. Gail Bellflower Paraprofessional	783 2726	Hawkinsville High School Hawkinsville 31036
	Miss Joyce Dykes Counselor Coordinator	783 2726	Hawkinsville High School

RANDOLPH (Part D)

Project Director:	James Holloway	(912) 732 6227	Randolph County Comp. High Cuthbert 31740
	Sara Griffin Paraprofessional	732 3081	Randolph County Comp. High
	Mrs. Martha Kate Smith Counselor	732 3081	Randolph County Comp. High P. O. Box 30

TELFAIR (Title III)

Project Director:	Mrs. Helen Cook Counselor	(912) 868 5661 (Home) 868 6667	Telfair County Schools P. O. Box 240 McRae 31055
	Murlene Haymons Paraprofessional	868 6096	Telfair County High P. O. Box 397 McRae 31055
	Mrs. Fran Jarrard Counselor	868 6096	Telfair County High
	Barbara Moore Counselor	868 6096	Telfair County High

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TERRELL (Title III)

Project Director:	Mrs. Jean Goodwin Curriculum Director	(912) 995 4726 (Home) 995 4563	Terrell County Schools P. O. Box 85 Dawson 31742
	Mrs. Stella Alligood Paraprofessional	995 2828	Terrell Junior High Dawson 31742
	Mrs. Betty Davis Counselor	995 2828	Terrell Junior High
	Ms. Rita Greer Counselor	995 4060 (Home) 995 4739	Terrell High School Dawson 31742
	Mrs. Evelyn Halbrook Paraprofessional	995 4060	Terrell High School
	Mrs. Patricia Pressley Outreach Counselor	995 2828	Terrell Junior High
	Mr. Ernest Shanks Counselor	995 5451	Carver Elementary Dawson 31742

THOMAS (Title III)

Project Director:	John Clarke	(912) 226 7102	Thomas County Schools Thomasville 31792
	Mrs. Dorothy Carter Paraprofessional	226 5825	Central High School Pinetree Blvd. Thomasville 31792
	John Malone Counselor	226 5825 (Home) 226 2575	Central High School

UNION (Part D)

Project Director:	Jo George Counselor	(404) 745 2216	Union County High Blairsville 30512
	Anne Akins Paraprofessional	745 2216	Union County High
	Jim Allison Vocational Supervisor	745 2216	Union County High

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WARE (Title III)

Project Director:	Mrs. Betty Simpson Counselor	(912) 283 1284	Ware County Senior High Waycross 31501
	Mrs. Eileen Essburg Counselor	283 7054	Ware County High Waycross 31501
	Wes Horne Counselor	283 7054	Ware County High

WASHINGTON (Title III)

Project Director:	Miss Virginia Smith	(912) 552 3915 (Home) 552 2605	Washington County Schools P. O. Box 716 Sandersville 31082
	Mrs. Ruby Ouzts Paraprofessional	552 2324	Washington County High Sandersville 31082
	Mrs. Mildred Wilcher Counselor	552 5227	Washington County High P. O. Box 1057 Sandersville 31082
	Mrs. Glenn Wommack Counselor	552 3935	T. J. Elder Junior High P. O. Box 265 Sandersville 31082

WAYNE (Title III)

Project Director:	Mrs. Marie Madray Counselor	(912) 427 3705 3706	Wayne County High School P. O. Box 267 Jesup 31545
	Mrs. LaVerne Bennett Counselor	427 9576	Wayne County Junior High Jesup 31545
	Mrs. Gerrye Jenkins Elementary Counselor	427 2714	T. G. Ritch School Jesup 31545
	Ms. Jo Ann Kicklighter Paraprofessional	427 3706	Wayne County High School P. O. Box 267 Jesup 31545
	Mrs. Elda Riswold Counselor	427 3706	Wayne County High School
	Mr. Delbert Wilson Outreach Counselor	427 3705	Wayne County High School

BB

WHEELER (A&A, Part D)

Project Director:	Yvonne Butler Instructional Supervisor	(912) 568 5311	Wheeler County Primary School Alamo 30411
	Mrs. Dale Clark Counselor Coordinator	568 3966	Wheeler County High School Alamo 30411
	June Price Paraprofessional	568 3966	Wheeler County High School

DALTON CITY (Part D)

Project Director:	Mrs. Dorothy McCrory Counselor	(404) 278 8757	Dalton High School 408 W. Crawford Street Dalton, 30720
	Maureen LaRochelle Paraprofessional	278 8757	Dalton High School

JEFFERSON CITY (Title III)

Project Director:	Miss Viola Turpen Counselor	(404) 367 9831 (Home) 367 8548	Jefferson High School Jefferson 30549
	Mrs. Pamela Davis Paraprofessional	367 9831	Jefferson High School

OUTREACH COUNSELOR JOB DESCRIPTION

The Outreach Counselor will primarily work with drop-outs, potential drop-outs, and those students with poor attendance, provide professional guidance and counseling for students who are in the early leaver category in academics, vocational and personal areas so that he may better understand himself and the world around him. The Outreach Counselor will work with the Junior High Principal, P.E.C.E. Coordinator, C.V.A.E. Coordinator to better serve the potential drop-out.

The Outreach Counselor will also work with the High School Principal, Counselors, C.V.A.E. Coordinator, Outreach Teacher, and Vocational Supervisor; also with a School Psychologist, and a case worker from the Department of Family and Children's Services.

The Outreach Counselor will visit homes and seek ways to help the drop-out to get backin school; work with parents and students conflicts, teacher and student conflicts, misinterpretations and/or misrepresentations of school policies or actions. He will counsel students individually and in groups to assist the individual and/or group to help understand themselves and their present and/or possible future situations so that they will be better able to make judgements for themselves.

This Counselor will seek out the causes of prolonged or irregular absences and assist students to overcome attendance problems. He will seek to help the under-achiever to work around possible failure and into areas where he will experience academic and/or vocational success.

The Outreach Counselor will go into the homes and into the community to make contacts with drop-outs and potential drop-outs. He will counsel with potential drop-outs that are referred by teachers or others as soon as trop-out tendancies develop. This Counselor will serve as a resource person to instructors seeking help in discussing learning difficulties of students. He will refer students to other community or State agencies where they may receive more assistance. He will seek to aid those students that might need job placement because of a financial need.

The Outreach Counselor will conduct follow-up studies of all potential drop-outs and actual drop-outs.

DD

PARAPROFESSIONAL

To assist in the operation of the Career Guidance Project, a paraprofessional should be employed to work with counselors and teachers in planning and implementing the career guidance program.

The paraprofessional should have a minimum of two years of college or vocational school training and at least one year of work experience in the business world.

A job description consists of the following tasks:

1. Assist in groups dealing with values clarification, decision making, interpersonal communication skills.
2. Administer and interpret interest, personality or values inventories such as, Self Directed Search, CMI.
3. Assist in gaming or role playing exercises, e.g., interviewing Life Career Game.
4. Assist in development of and administration of community resource file on job sites and field trips, non-paid experience sites, speaker's bureau of occupational information. This would involve personal contacts, telephone or correspondence with these individuals.
5. Preview and evaluate career materials, inventory existing materials and prepare lists for orders. Maintain and administer the career resource file/center.
6. Assist in training teachers to use materials, games, e.g., demonstrate Life Career Game, Decisions, Decisions and Outcomes, Occupational Exploration Kit.
7. Assist in development of interlocking and fusing of career and self awareness curricula into existing content areas.
8. Assist guidance personnel with clerical assistance necessary for maintaining a comprehensive career guidance program.
9. Assist the project director in planning and implementing staff development training activities.
10. Participate in locally planned staff development activities and in those activities provided under the umbrella project.
11. Attend State Department of Education Workshops which are held for orientation and training.

FE

OVERVIEW

WAYNE COUNTY CAREER GUIDANCE PROJECT

During the entire 1974-75 school year, WCHS ans system personnel participated in a staff development activity aimed at a comprehensive self study and needs assessment. As a result of this activity and through an extensive analysis of standardized test results and of data from projective, descriptive, and follow-up surveys, an informal career guidance committee assessed and described career guidance needs at Wayne County High School and acted to remediate existing problems.

Simultaneously, the Georgia State Department of Education initiated a project funded by the U.S. Office of Education to coordinate the efforts of several Georgia school systems in planning and implementing comprehensive career guidance programs for students in grades 7-12. Application was made by the Wayne County School system for funding career guidance and WCHS was selected as one of the sites for implementation of the state-wide project along with 15 other regionally representative school systems.

In order to determine the school systems particular needs, WCHS guidance personnel conducted a system needs assessment utilizing three instruments: Career Maturity Inventory, Assessment Career Development, and the Georgia Career Guidance Card Sort.

For the first two assessments a random sampling was arrived at by pulling every fifth student from the homeroom rolls in grades 7-12 in the Jesup schools until the state directed quorums were met. The Card Sort sampled five students in the system. Conclusions drawn from these samplings concur with those of the statewide needs assessment showing needs in the areas of human relations skills, in relating with peers and parents, daily living skills, employability skills, and planning skills.

The state-wide project was designed to meet more effectively the life career development needs of youth through the implementation of innovation career guidance strategies and techniques. A cooperative team effort was planned to improve the school career guidance delivery system so that students could increase their experiental knowledge of the working world, gain a greater understanding of personal interests, abilities, and characteristics, increase their interpersonal relationship skills, and develop more effective decision-making skills,

An advisory committee with representation from administration, students, community and curricular areas was established with functions consisting of quarterly steering and evaluation meetings, and of input into curricular decision-making.

Based on the results of the needs assessment and other statistical data available, the recommendations of the advisory committee, and staff input, an effort was made to introduce career guidance as an integral and planned part of each student's educational program through various curricular changes, innovations, and activities.

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Career guidance courses were developed and implemented. Everyday Law is a course designed to familiarize students with materials, procedures, and persons involved in real property, banking, contracts, credit, insurance and home owning. Also discussed are aspects of the law as it applies to the student in society, as a minor, as a citizen, and as a consumer. Sales is a course that has been organized to give students experiences in human relations activities and for students to develop pre-employment skills through small group or individual activities, role-playing, simulation, research, etc. The Careers course is designed to help prepare students for the world of work. Student self-appraisal- career research, leisure time activities and employability skills are areas students experience.

Another careers course in independent study for the gifted student utilizes the LCDS modules. In addition the students prepare a 10-15 minute audio-visual presentation of the career of their choice based upon their research in the area. These individual projects are placed in the Career Education Center for the use of all students.

The counselors are involved in designing and teaching career guidance mini-courses and units as an integral part of the curriculum and in working with students and teachers on career guidance on an individual, small and large group basis.

Career Day experiences merging student, faculty, and community involvement are organized and conducted by guidance personnel.

Career exploration in Allied Health fields are scheduled to utilize audio-visual aids, scholarship personnel, and shadowing techniques.

A localized Look Into Post-Secondary Education (LIFE) utilizes area post secondary personnel in encouraging and assisting high school students in making educational plans.

The success of the career guidance project was dependent in part upon effective staff development training for those involved including academic teachers, counselors, the paraprofessional, career teachers and vocational personnel. The activities planned were designed to assist teachers in bringing new processes into the classroom--self-awareness programs, interpersonal relations training, testing programs, decision-making activities and career center utilization. Local expertise in the school and community were fully utilized in these sessions along with University of Georgia, Georgia Southern, and State Department of Education personnel.

As part of the project, WCHS established a "Career Guidance Center" to organize, store and disseminate new materials and those already available at the school. The center provides a research source for individual or small group counseling. The center provides a focal point of interest in initiating the project as students, teachers and community were involved.

As a result of the success of the original project, additional funding was received by the school for a continuation of the project. Now in the third year, the local system was selected as one of three sites in Georgia for the establishment of a similar model program in grades K-12 with accompanying fund-

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ing. This project is an extension or expansion of the program that was developed, planned and implemented at the high school level with an expansion of personnel and population.

For the elementary component a counselor was placed at T. G. Fitch Elementary School. Tasks have involved staff consultations, individual and group guidance sessions and working with parents. In addition, a model has been developed for assessment of pre-school children and for staff utilization of state criterion-referenced tests results.

An Outreach Counselor hired to work with drop-outs, potential drop-outs, and those students with poor attendance, provides professional guidance and counseling for students who are in the early leaver category in academics, vocational, and personal areas. The counselor visits homes and seeks ways to help the drop-outs to get back in school, works with parent and student conflict, teacher and student conflict, and counsels students in large and small group sessions in helping them better understand themselves so they will be able to make better judgments for themselves.

The Wayne County Career Guidance Project was designed to meet more effectively the life career development needs of all students. A cooperative team effort was planned to improve school career guidance delivery system so that students may increase their experiential knowledge of the working world, gain a greater understanding of personal interests, abilities, and characteristics, increase their interpersonal relationship skills, and develop more effective decision-making skills.

Funding Levels:

First Year	$10,000	(Grades 7-12)	Voc. Discretionary
Second Year	10,000	(Grades 7-12)	Voc. Discretionary
Third Year	10,000	(Grades 7-12)	Title IV-C
	33,000	(Grades K-12)	Voc. Discretionary

FF

CHECK POINTS FOR CAREER GUIDANCE PROJECT VISITS

1. Offer them a chance to "show and tell".
2. Check #1 against latest recommendations.
3. Depending on where they are cover the following:
    - A. Determine how many kids are exposed (all if possible).
    - B. Take good look at faculty involvement to determine who's doing what at what level (as many as possible).
    - C. Review staff development to determine scope and depth of involvement and to insure it's continuous. Suggest improvements where possible.
    - D. Relate A, B, and C to University of Georgia goal areas with realization that topics and even sub-topics can be broken down further.
4. In relation to all of the above, emphasize that, at the outset, we were asking for a minimum of successful progress, but now there needs to be a shift to broader, in-depth involvement of students and staff.
5. Make a good check of material and equipment ordered and how it's being used.
6. Check on community activities and school activities of the paraprofessional-- Suggest she keep a log of visits and events.
7. Check on progress of annual report. (on log)
8. Recommend strongly that they begin to formalize in writing, either a matrix or guide, of what their career guidance program is. The Minnesota, Hawaii or Mesa, Arizona plans are examples. (Third year projects will be required to submit one. See suggestions below)

FF

9. Provide examples of activities and materials they might employ. (The materials list we supplied them is a good start)
10. Suggest they check objectives in the Guidance Handbook for possibilities.
11. Check on their evaluative procedures. Make suggestions.
student outcomes, [illegible] assessment
12. Try to set a course of action for them to take before your next visit.

SUGGEST FORMATS FOR PLAN OR MATRIX Students + Faculty Staff Development

Goal or need area

Objective

Activity	Grade and Subject	Materials	Outcome

GG

Part D

AGREEMENT

This Agreement is made on the ______ day of _________, ______ between the Guidance Unit of the Georgia Department of Education and

_____________________________.

The purpose of this Agreement is to provide a comprehensive, curriculum based career guidance project for the above named school system.

In order to achieve the above purpose, the above named school system agrees:

1. That a certified guidance counselor be designated as the project director or at least the coordinator of the project at the school level.
2. That the Career Guidance Project operate in a single high school and a single feeder junior high school if at a different location.
3. That a paraprofessional be employed to run the Career Guidance Center and assist in the Career Guidance programs provided that regulations for funding sources will allow for full-time salaries.
4. That a Career Center be established and maintained in at least one school. (Approximately 20 X 30 feet or equivalent)
5. That a continuous staff development program involving 20 to 50% of the school faculty and utilizing the staff development packages produced by the University of Georgia be implemented.

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6. That LEA staff including counselors, paraprofessional, teachers and administrators be allowed to attend a total of ten days training and orientation sessions conducted by the Department of Education. (It is mandatory that the director/project coordinator be in attendance at all staff development meetings pertinent to the project.)
7. That the Career Guidance Card Sort will be administered in May to at least a random sampling of students, teachers and community representatives.
8. That student and staff needs be prioritized based on the plan prescribed by the Georgia Department of Education.
9. To relate the prioritized needs to the Georgia Career Guidance Model goal areas and concurrently prioritize these goals according to local needs.
10. That an advisory committee be formed, consisting of students, staff and community to plan and implement career guidance and that this team meet on a regular basis.
11. That a team of teachers, 20 to 50%, take part in the staff development and utilize the concepts and methodology learned in their classrooms on a regular, continuous basis and that this team be composed of teachers from a variety of academic and vocational areas as well as grade levels.
12. That a plan of action, including assigning responsibilities for various needs, be devised and submitted to the State Department of Education upon request.

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13. That a strong, viable liaison with the community be established.

14. That job placement become an integral part of the project.

15. That the school system will adhere to the budget as negotiated and agreed upon with the Department of Education.

16. That an evaluation will be done by the LEA of product and process objectives through the means of a pre/post test with the CMI, ACD, or some other similar instrument or local questionnaires, surveys, interviews.

17. That the LEA will submit to a periodic evaluation of the project by the Georgia Department of Education.

18. That a monthly log of activities and events be kept and that an annual report be submitted to the State Department of Education.

19. That other programs, such as P.E.C.E., CVAE, VEAP, DCT, actively cooperate in the project, sharing responsibilities, materials, and expertise to facilitate the success of the project.

20. That all expenditures for materials and/or equipment be justified through the plan of action for the project.

Superintendent

Project Director

Principal

Coordinator, Guidance Unit
Department of Education

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STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES
STATE OFFICE BUILDING
ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

H. TITUS SINGLETARY, JR.
Associate State Superintendent

February 18, 1976

MEMORANDUM

TO: General Support Committee Members

FROM: Ray Bouchillon R.B.

SUBJECT: Minutes of General Support Committee Meeting on February 16, 1976

The first meeting of the General Support Committee for the K-Adult guidance project was held on February 16, 1976. Those attending the meeting were: Mr. Milton Adams, Mr. Ray Bouchillon, Mrs. Mildred Hutcherson, Mr. Jerry Roseberry, Dr. Paul Vail and Miss Margaret Walker.

Ray Bouchillon began the meeting by discussing the three objectives for the meeting which were:

1. to familiarize the members of the committee with the goals of the guidance project and the progress to date,
2. to familiarize the members with the K-12 Career Development Tasks Matrix and
3. to elicit the help of the committee in identifying programs/processes which help students achieve the tasks outlined on the career development matrix.

The next item on the agenda was a discussion by Dr. Vail, Mr. Roseberry and Mr. Bouchillon of the 7-12 guidance project and the K-Adult guidance project.

Following this, an outline of the tasks of the General Support Committee was passed out and discussed. . Then came a discussion led by Mr. Bouchillon of the Georgia Career Development Tasks Matrix and how it related to the University of Georgia career guidance priority goal areas.

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It was pointed out that packages being developed by the University of Georgia would meet most of the tasks on the matrix for grades 7-12.

Comments from the group were elicited as to which of the matrix areas were being met by the programs they direct.

A Matrix/Processes and Programs Chart was passed out to members of the committee and it was decided that more time and materials would be involved in filling out the chart than were available for the morning meeting. Mr. Adams and Mrs. Hutcherson were asked to talk with their people and begin working on the chart.

Miss Walker volunteered to talk with Mr. Lloyd about extending the matrix one more step to include adult career development tasks. Progress on this work will be reported at the next meeting.

Milton Adams brought up a request that counselors become more involved with the diagnostic screening of student for C. V. A. E. programs. This idea will be given consideration by the committee for inclusion in staff development activities with project personnel.

Mildred Hutcherson expressed a concern that if classroom teachers were to begin doing exploratory field trips and using many of the techniques presently being used by P. E. C. E. coordinators, that the technique would be overworked and would become ineffective. It was then mentioned that part of the project would be to make counselors and teachers aware of the activities of P. E. C. E. coordinators and how the classroom teachers and counselors could provide followup to what was being done in P. E. C. E.

A suggestion was made that counselors and program coordinators could collaborate on providing an effective followup for the activities done in C. V. A. E. and P. E. C. E.

The last item on the agenda was the determination of a meeting date for the next meeting of the committee. It was decided by the group that Tuesday, March 23rd at 9:00 a.m. would be a good time for the next meeting.

RB:lc

HH

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES
STATE OFFICE BUILDING
ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

H. TITUS SINGLETARY, JR.
Associate State Superintendent

May 14, 1976

MEMORANDUM

TO: General Support Committee Members

FROM: Ray Bouchillon R.B.

SUBJECT: Minutes of the General Support Committee Meeting on March 23, 1976

The second meeting of the General Support Committee for the K-Adult guidance project was held on March 23, 1976. Those attending the meeting were Mr. Ray Bouchillon, Mrs. Mildred Hutcherson, Mr. John Lloyd and Dr. Paul Vail.

Dr. Paul Vail opened the meeting with a general discussion of the purposes of the committee and how the committee would work. Next, Dr. Vail explained the major goals of the project to those attending.

A general discussion of some of the problems facing high school and adult counselors ensued. Mr. Lloyd expressed a concern that many of the counselors he had worked with spent much of their time having to do administrative tasks which should really be performed by someone else. Mr. Lloyd said that he felt this problem would not be as great in the post-secondary school as it is in the high schools in Georgia.

Mrs. Hutcherson expressed a concern for the need to develop a management system for the processes that are going to be tested in the new guidance project. Right now many teachers and counselors are overlapping the activities of the P. E. C. E. Coordinator and causing difficulties in sitting up work sites for P. E. C. E. students. Dr. Vail and Mr. Bouchillon both stated that one of the purposes of the project was to eliminate the overlap of

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existing programs by improving the management system and to identify gaps in the guidance delivery system.

Mrs. Hutcherson then was asked about the possibility of having a curriculum guide developed for the P. E. C. E. Coordinators. She then explained that a guide would be developed this summer by a group of P. E. C. E. Coordinators who would be attending a workshop at Georgia State University.

Mildred Hutcherson suggested that one of the jobs of the paraprofessional in the guidance project might be to help coordinate the activities of the various programs which might overlap in some of the P. E. C. E. Coordinator's community outreach program.

Paul Vail then asked about the types of guidance services available to students enrolled in area vocational technical schools in the state. Mr. Lloyd responded that each area school utilized the Singer Evaluation Lab as one of its guidance services and someone was there to staff the lab. Also, Student Personnel Specialists were employed for all of the schools. Student Personnel Specialists now have the job of helping students obtain financial aid, dealing with personal problems and managing the testing program. The amount of time Student Personnel Specialist workers spend on testing and recruitment has decreased. The Student Personnel Specialist is now also in charge of student followup. A job placement coordinator is employed at most of the area schools to help students find jobs upon graduation.

Paul said that one major activity in the project would be to evaluate the various components of the adult guidance model including the Singer Evaluation Lab to determine the effectiveness of the programs.

Next, the copies of the contractual agreement for the three sites was passed out and Mr. Bouchillon led the discussion of the various parts of that agreement. Comments about the agreement included suggestions by Mr. Lloyd that the principal should be on the guidance committee in each of the school systems, and that possibly the principal should be the chairman of this committee. By this suggestion, the principal would have to be involved and could probably help with most of the decisions to be made. Mr. Lloyd also felt that the superintendent of schools and the principals should be given a copy of the quarterly reports prepared by

HH

the project directors at the local sites. Mildred Hutcherson cautioned that we should be careful not to overload the project directors with too much paperwork.

Mildred Hutcherson then suggested that in reaction to number nine under statewide management responsibility on the contracts that the State Department should develop the student outcome objectives and then allow the local systems to modify them. It was decided that this would probably be handled by conducting a workshop for the local people to begin work on writing their objectives.

John Lloyd said that he would like to see the guidelines for the career guidance center be more specific (referring to number four under the senior high phase of the contract). The specifications should include the proximity of the center to the guidance offices, its size, purpose and projected use.

Following the discussion of the contractual agreement for the three systems, a tentative date was set up for the next committee meeting. This date was set up for May 11, 1976 at 9:00 a.m. Members were told that they would be notified once the date was set.

RB:lc

Revised 6/77 School Name ______________________ Date ____________

LIFE CAREER DEVELOPMENT NEEDS SURVEY
ELEMENTARY SCHOOL

Earl J. Moore and Yvonne Cecil Miller

Last Name									I.
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Please mark your Grade and Sex

Grade: ○ 4 ○ 5 ○ 6

Sex: ○ Male ○ Female

To the Student:

Your school is interested in becoming a better place for your learning. You can help by thinking about the things you will read on the next few pages and answering as honestly as you can. This is not a test with right or wrong answers. It will help your school to understand your ideas and opinions. Thank you!

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

There are three parts to this questionnaire - Sections A, B, and C. Do Step 1 and Step 2, as explained below, for each section.

Step 1. Read each sentence carefully. Each one tells about something that many elementary school students think they need.

Now make a decision. Do you think your need in this area is high or low?

Fill in the circle that shows what you think.

If you think you have a high need in this area......

fill in the circle that says HIGH NEED ● LOW NEED ○

If you think you have a low need in this area......

fill in the circle that says HIGH NEED ○ LOW NEED ●

Step 2. Choose the five needs in this section that are MOST IMPORTANT to you. Some of the needs you read about are very important to you. Some are not. In the second column, fill in the circle for each of the five needs that are MOST IMPORTANT to you.

Here is an example of how to fill in the circle for a MOST IMPORTANT NEED.

	HIGH NEED	LOW NEED	MOST IMPORTANT NEED
I NEED: 1. to be able to share	●	○	●

If you have any questions about what you are to do, ask them now.

Section A: INTERPERSONAL EFFECTIVENESS

Step 1. The sentences on this page are about things you need in order to feel good about yourself and the way you get along with others. Fill in the circle to show whether you feel you have a high need or a low need in each area.

Step 2. Choose the five needs that are MOST IMPORTANT to you. Fill in the circle for each of these five in the column marked MOST IMPORTANT NEED.

			HIGH NEED	LOW NEED	MOST IMPORTANT NEED
I NEED:	1.	to be able to share my feelings with others	○	○	○
	2.	to be able to tell my ideas in a way others can understand	○	○	○
	3.	to have a close friend	○	○	○
	4.	to have a good sense of humor	○	○	○
	5.	to be liked by boys my age	○	○	○
	6.	to be liked by girls my age	○	○	○
	7.	to feel that my parents understand my feelings and ideas	○	○	○
	8.	to feel that my parents are satisfied with me	○	○	○
	9.	to be able to get along with other kids when working together	○	○	○
	10.	to understand what I do that makes others feel good or bad	○	○	○
	11.	to feel that my teachers understand my feelings and ideas	○	○	○
	12.	to feel that my teachers are satisfied with me	○	○	○
	13.	to know how to stay out of trouble with teachers	○	○	○
	14.	to feel good about what I do and accomplish	○	○	○
	15.	to be willing to try new things	○	○	○
	16.	to feel satisfied with how I look	○	○	○
	17.	to worry less and not get upset about myself	○	○	○
	18.	to stand up for my ideas and beliefs	○	○	○
	19.	to be able to do things on my own	○	○	○
	20.	to know how others feel toward me	○	○	○

Section B: WORK AND LIFE SKILLS

Step 1. The sentences on this page are about things that you need to be concerned about so that you can live a productive and successful life. Fill in the circle to show whether you feel you have a high need or a low need in each area.

tep 2. Choose the five needs that are MOST IMPORTANT to you. Fill in the circle for each of these five in the column marked MOST IMPORTANT NEED.

I NEED:

	HIGH NEED	LOW NEED	MOST IMPORTANT NEED
21. to know how to spend my money wisely (and not get fooled by ads and commercials)	○	○	○
22. to know how to save money for things I want	○	○	○
23. to know about world events that might affect me or my future	○	○	○
24. to understand how people can get involved in government	○	○	○
25. to be able to get along with others in the neighborhood	○	○	○
26. to be able to get along with others in my family	○	○	○
27. to understand how school subjects help in getting ready for jobs	○	○	○
28. to know how to start my work and complete it on time	○	○	○
29. to know how to use tools to build or repair things	○	○	○
30. to know how to look for summer or after school work (like babysitting or paper route)	○	○	○
31. to know how to get different kinds of information from people in the community	○	○	○
32. to know how to introduce myself to people in different situations	○	○	○
33. to know about different workers' jobs	○	○	○
34. to know what kind of training is needed for different jobs	○	○	○
35. to know how much money different jobs pay	○	○	○
36. to be involved in hobbies or sports so I can learn what I enjoy most	○	○	○
37. to use time for myself to do what I want	○	○	○
38. to understand what adults like and dislike about their jobs	○	○	○
39. to understand why people choose different jobs	○	○	○
40. to understand how workers depend on each other in their jobs	○	○	○

Section C: LIFE CAREER PLANNING

Step 1. The sentences on this page are about things you need in order to prepare yourself for the future and be able to make decisions about what you want to do in your life. Fill in the circle to show whether you feel you have a high need or a low need in each area.

Step 2. Choose the five needs that are MOST IMPORTANT to you. Fill in the circle for each of these five in the column marked MOST IMPORTANT NEED.

I NEED:

		HIGH NEED	LOW NEED	MOST IMPORTANT NEED
41.	to be able to change things when they aren't working out	○	○	○
42.	to understand how my feelings affect my choices	○	○	○
43.	to understand how other people affect my choices	○	○	○
44.	to know what things are important to me	○	○	○
45.	to know how to make plans for myself and carry them out	○	○	○
46.	to know how to keep myself neat and clean and in good health	○	○	○
47.	to know how to remember what I have learned	○	○	○
48.	to be able to follow directions	○	○	○
49.	to be able to concentrate on my school work	○	○	○
50.	to know how to keep things neat so I can find them	○	○	○
51.	to know how to improve my grades	○	○	○
52.	to understand math	○	○	○
53.	to have good reading skills	○	○	○
54.	to have good writing skills	○	○	○
55.	to know what things I can do well	○	○	○
56.	to know if I have the ability to do good school work	○	○	○
57.	to understand my likes and dislikes	○	○	○
58.	to have good sports and physical education skills	○	○	○
59.	to know how to use my musical and art talents	○	○	○
60.	to be able to find the information I need to do my school work	○	○	○

Revised 6/77 School Name ______________________ Date ____________

GUIDANCE PROGRAM ASSESSMENT - ELEMENTARY SCHOOL

Earl J. Moore and Yvonne Cecil Miller

I.

LAST NAME

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Please mark your Grade and Sex

Grade: ○ 4 ○ 5 ○ 6

Sex: ○ Male ○ Female

To the Student:

Your teachers, counselor, and principal want your school life to be happy and successful. They are doing many different things to help make this happen. This survey asks for your feelings about these things they are doing. Knowing your feelings is important to the people planning your school program. This is not a test, and there are no right or wrong answers.

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

PART I. ADVICE AREAS

Listed below are some areas in which students sometimes feel they need advice. Using the box to the right as a guide, who would be the one person in each area you would most likely turn to first for advice? Show your answer by filling in the circle for the letter of your choice.

A=My classroom teacher
B=Other teacher at school
C=School Counselor
D=Parent or relative
E=Principal
F=School Nurse
G=Another student my age
H=I would try to solve it myself

	PERSON I WOULD TURN TO FIRST							
1. Getting along with my family...........	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
2. Making and keeping friends.............	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
3. Getting along with my teachers.........	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
4. Feeling discouraged with myself........	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
5. Doing better at school.................	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
6. My physical development................	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
7. Something keeps worrying me............	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
8. Finding out what my special abilities are........................	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
9. My personal appearance.................	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
10. My future educational plans...........	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ

PART II: SCHOOL HELPING PROCESSES

Listed below are ways that some schools try to help their students. Are you satisfied with how well your school is helping you in each of these ways? Fill in the circle which shows your answer.

	Not Satisfied	Somewhat Satisfied	Very Satisfied
1. giving you help with learning some things	○	○	○
2. having someone to talk with when you have a personal problem	○	○	○
3. giving you chances to talk with different adults at school about things of interest to you	○	○	○
4. explaining what the different tests you take tell you about yourself	○	○	○
5. helping your parents understand how you are doing at school	○	○	○
6. having parents and other adults visit your class and explain their jobs or special interests	○	○	○
7. having special programs for parents about communicating with their children	○	○	○
8. teaching in class about why people do the things they do	○	○	○
9. chances to share how you feel about things with a small group of kids	○	○	○
10. chances to have contact with your school counselor	○	○	○
11. help in thinking about your future educational plans	○	○	○
12. help in figuring out your special interests and abilities	○	○	○

PART III. CLASSROOM ENVIRONMENT

On this page are described things that help to make your classroom a happy and productive place for learning. Read each one carefully. Do you feel satisfied with how well this is being done in your class? Fill in the circle which shows your answer.

		Not Satisfied	Somewhat Satisfied	Very Satisfied
1.	encouragement from my teacher(s)	○	○	○
2.	recognition for the things I try to do	○	○	○
3.	time in class to talk about concerns and problems	○	○	○
4.	chances to learn things on my own	○	○	○
5.	chances to make some decisions on my own	○	○	○
6.	chances to work in groups of students	○	○	○
7.	fair and impartial grading or evaluation of my assignments	○	○	○
8.	teacher(s) not making a "big thing" of student mistakes in class	○	○	○
9.	clear explanations about what is expected in assignments and tests	○	○	○
10.	chances to tell my ideas in class	○	○	○
11.	time to ask questions and get answers	○	○	○
12.	chances to show what I can do well	○	○	○
13.	times for fun activities in class	○	○	○
14.	teacher(s) trusting me	○	○	○
15.	cooperation among students and between students and teachers	○	○	○
16.	time for private conversations with my teacher(s)	○	○	○
17.	knowing my teacher(s) in a personal way	○	○	○
18.	not feeling rushed and nervous in school	○	○	○
19.	the right amount of discipline - not too much, not too little	○	○	○
20.	teacher(s) understanding the pressure I am under at school	○	○	○

PART IV: GROUP TOPICS QUESTIONNAIRE

Below are listed different topics that students are sometimes interested in talking about with others their own age.

Section A

Which of the following topics might you be interested in talking about in your class with your teacher or counselor as the leader? Fill in the circle next to each topic you would like to talk about.

○ friendships
○ getting ready for junior high
○ communicating with others
○ family life
○ understanding emotions
○ personal interests
○ test taking
○ self-understanding
○ school and community life
○ decision-making & problem-solving
○ exploring personal values
○ study skills
○ human growth & development
○ future careers

Section B

Which of the following topics might you be interested in talking about in a small group of students with your counselor or other adult as the leader? Fill in the circle next to each topic you would like to talk about.

○ feelings of loneliness
○ things that are important to me
○ getting along with others
○ reasons for misbehavior
○ using my personal abilities
○ feelings of fear
○ family changes (divorce, deaths)
○ controlling angry feelings
○ encouraging, helping others
○ self-improvement